

CORE CONNECTION COMPANION

Coloring with Purpose

Close reading through coloring, drawing, and text evidence

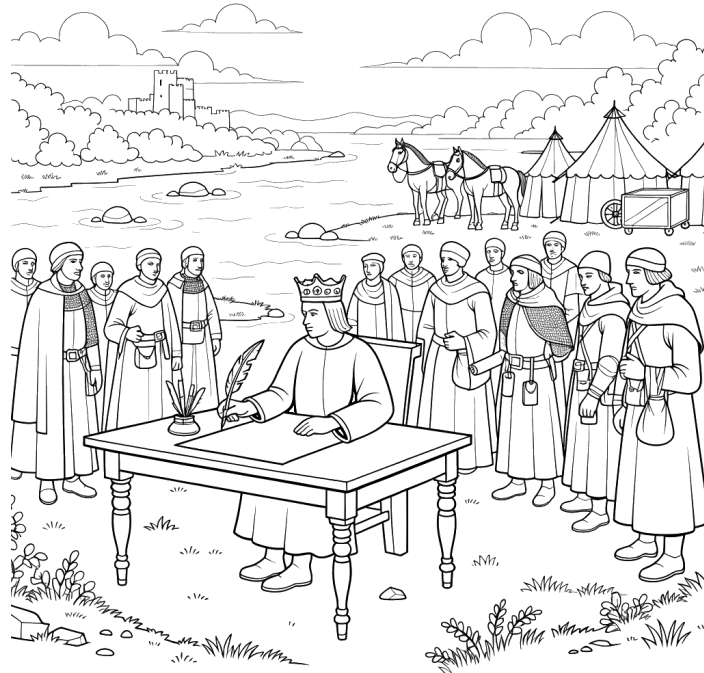
PREPARE + Clusters 1 to 8

Low Stamina Passages

Ordered by TEKS

20 Page Types

Answer Key



Presented by **Randi Whitney**

The Writing Academy®, LLC. Supplemental Support System

How to Use This Companion

Grade 4
Coloring with Purpose

What it is. Coloring with Purpose is a Core Connection Companion in The Writing Academy, LLC Supplemental Support System. Every page asks students to read closely, color with a reason, and prove their thinking with words from the passage. Coloring is never the whole task. It is the reward for careful reading and the way students show what they found.

Which passages. Each page uses the Low Stamina passage (Module 1) from PREPARE and Clusters 1 to 8. Students should have the passage in hand while they work. Every page names its passage in the title bar.

Why the pages are ordered by TEKS. The pages are not grouped by cluster. They are grouped under TEKS headings, so a teacher can pull the page that matches the TEKS her core reading language arts instruction is teaching this week. If your core lesson is on text evidence, turn to 4.7(C). If it is on theme, turn to 4.8(A). Each TEKS section opens with a heading page that lists every page in that section.

The core connection. Use a page after the core lesson as extra practice, as a small group task, or as a quick check. Because the passages are shorter Low Stamina texts that students already know, the thinking stays on the TEKS instead of on decoding a new text.

How to find a page. The Table of Contents lists every page with its activity type, TEKS, passage and cluster, and page number. The TEKS and its wording also appear in the footer of every page.

Printing. Every page is black and white and prints cleanly on any copier. The art is outline only, so students can color every part.

Answer Key. The Answer Key at the back is ordered by page number. For evidence tasks it gives the exact sentence from the passage. For open tasks it gives a model answer or look-fors. Accept any answer that is supported by the passage.

The page types. Find the Missing Detail, Find the Extra Detail, Color the Evidence, Paraphrase the Picture, Sequence the Scene, Cause and Effect Panels, Feelings Faces, Vocabulary Labeling, Compare Two Pictures, What Happens Next, Text Feature Labeling (Poem Parts or Setting Labeling for poems and stories), Main Idea or Theme Caption, Ask the Picture, Comic Strip Retell, Author's Purpose Palette, Connection Corner, Word Picture, Illustrator Alert!, Build the Scene, and Vocabulary Doodle Detective.

TEKS Connection and Why It Matters. A short line under each activity names every TEKS the page serves and why the task matters. Many pages include TEKS 3.7(E), because illustrating is one of the ways the TEKS say students interact with sources in meaningful ways. On these pages coloring and drawing are evidence work: students must return to the passage to decide what belongs in the picture.

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Grade 4
Coloring with Purpose

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TEKS SECTION

TEKS 4.3(B)

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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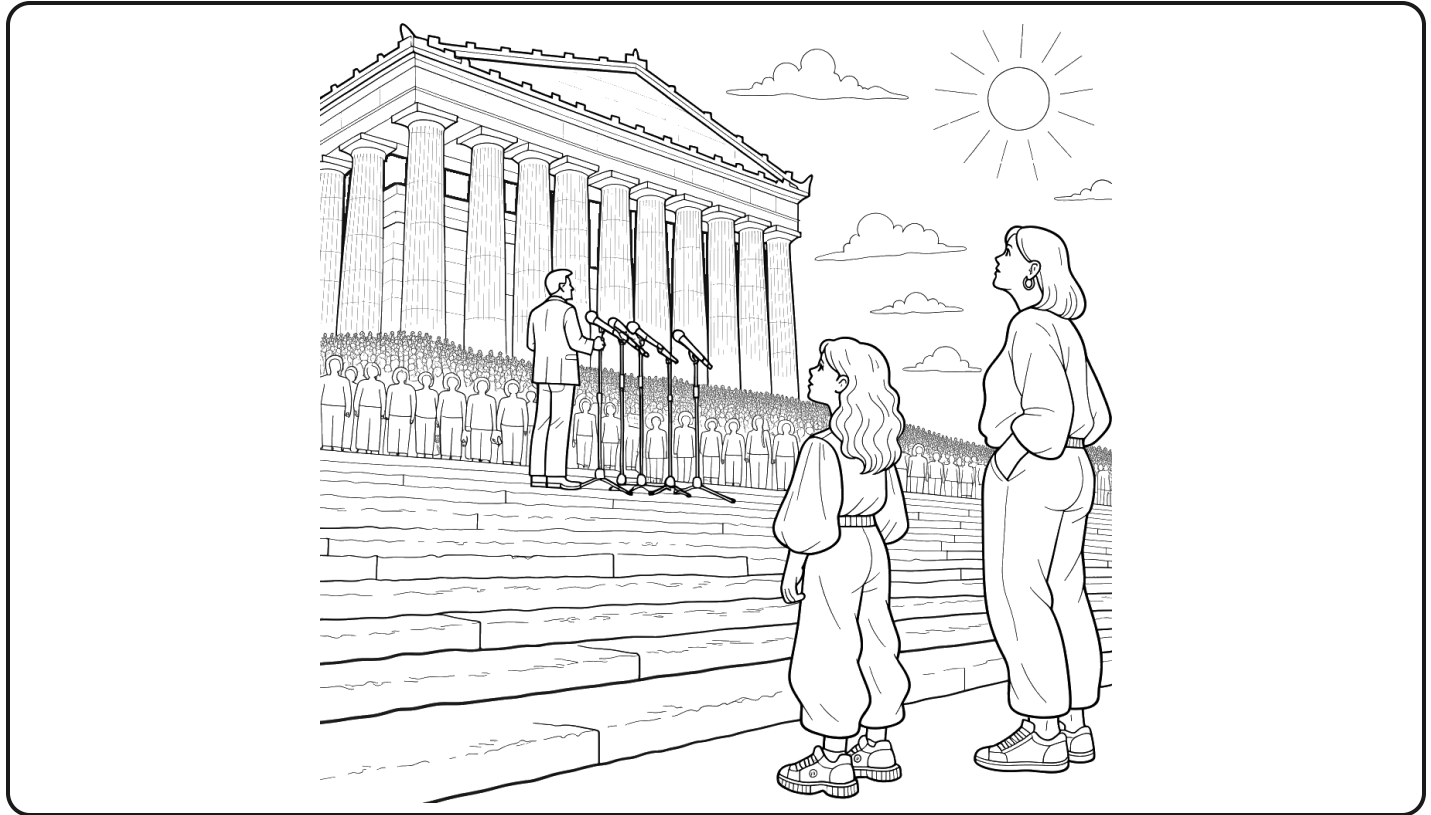
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Coloring with Purpose

Grade 4 · Prepare
Dream

Name: _____

Date: _____



Word Bank

memorial

justice

freedom

gathered

Vocabulary Labeling

1. Find each word in *Dream*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

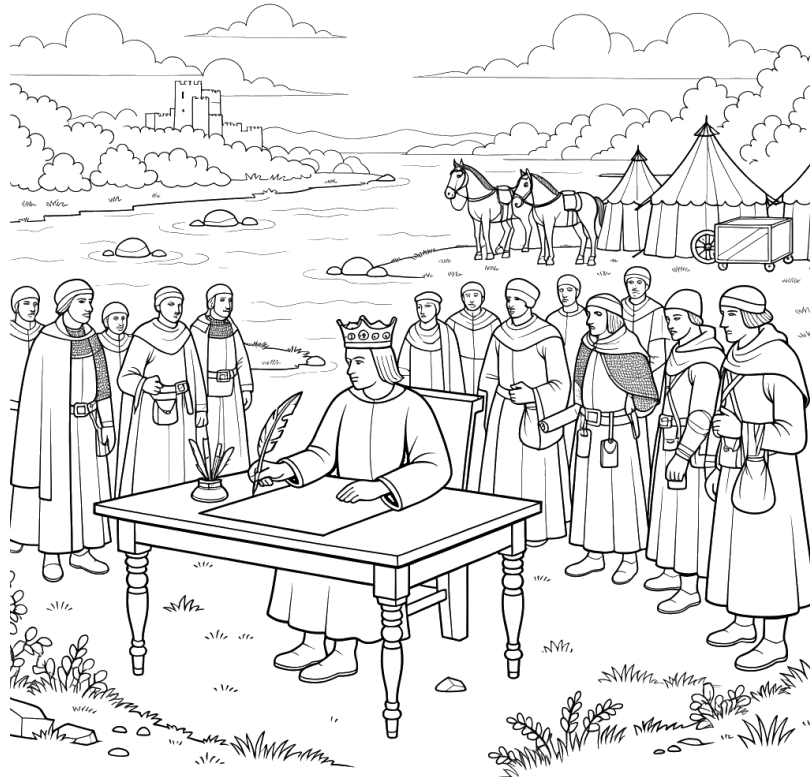
TEKS Connection: 4.3B, 4.7F, 4.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 4.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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Name: _____

Date: _____



Word Bank

barons

document

trial

justice

Vocabulary Labeling

1. Find each word in *A Promise Written Long Ago*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 4.3B, 4.7F, 4.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 4.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

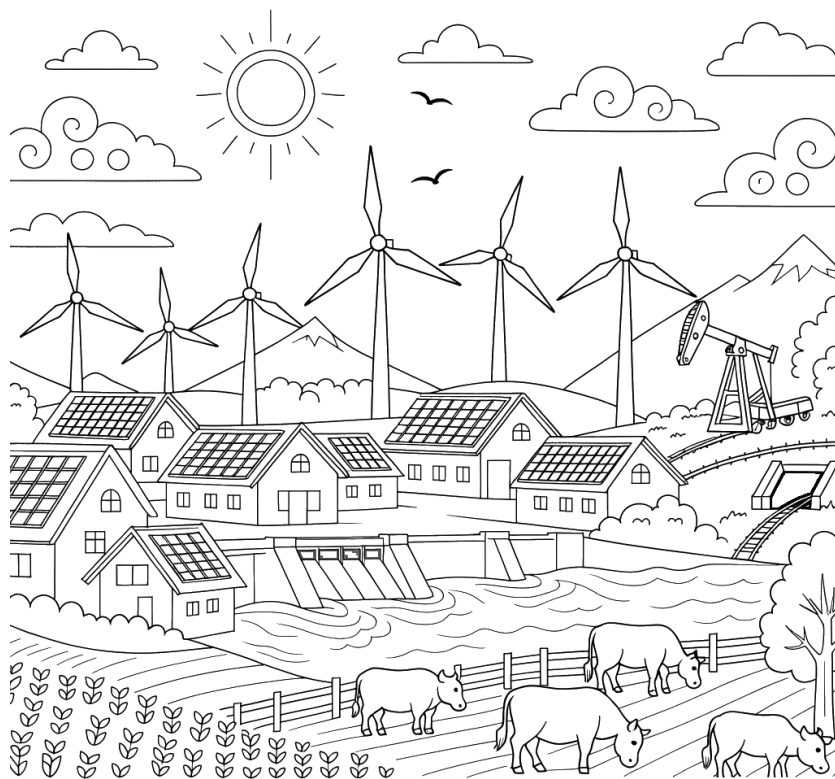
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Word Bank

renewable

nonrenewable

pollution

generate

Vocabulary Labeling

1. Find each word in *The Energy We Use Everyday*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 4.3B, 4.7F, 4.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 4.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

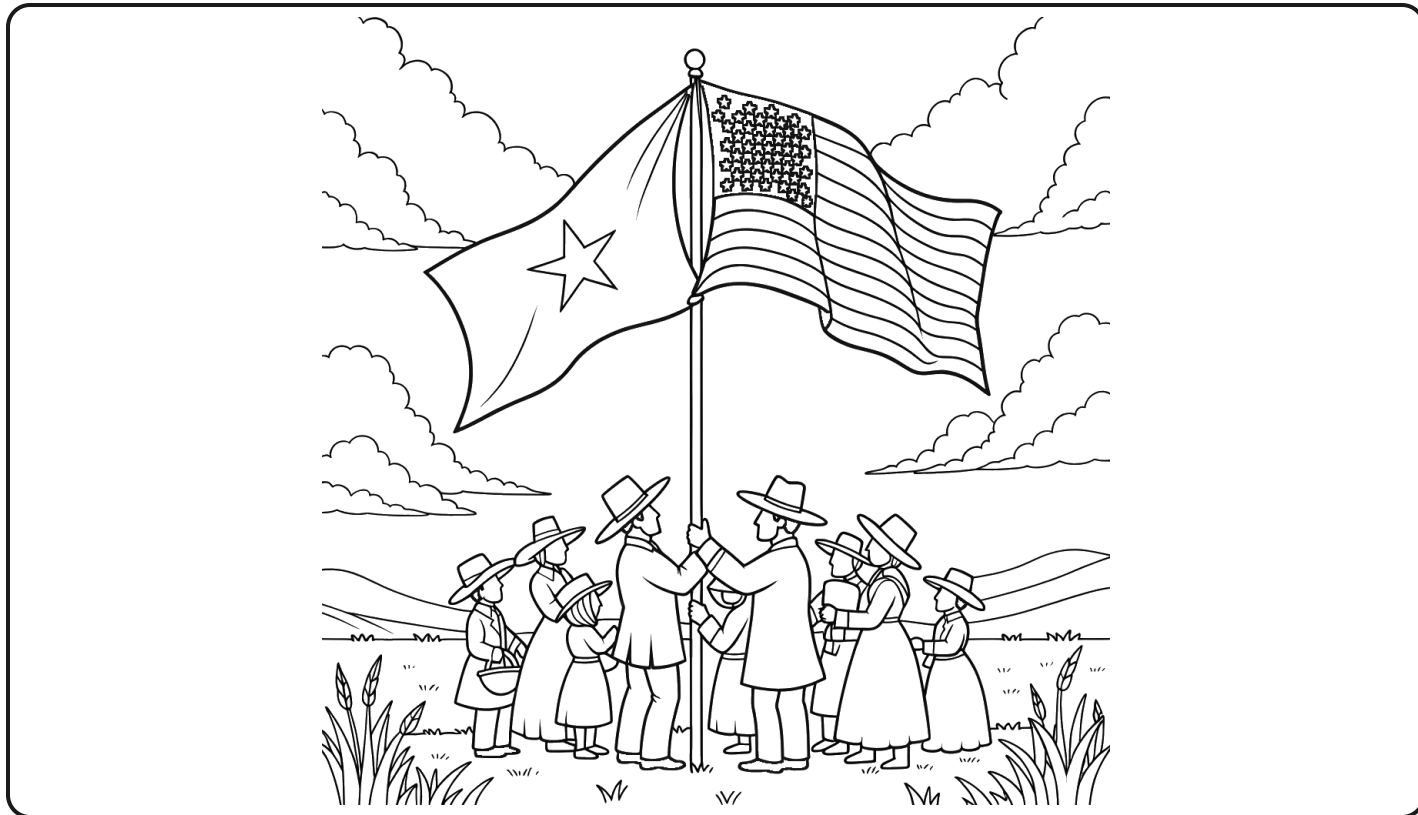
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Coloring with Purpose

Grade 4 • Cluster 3
A Lone Star Choice

Name: _____

Date: _____



Word Bank

republic

battles

history

vast

Vocabulary Labeling

1. Find each word in *A Lone Star Choice*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 4.3B, 4.7F, 4.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 4.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

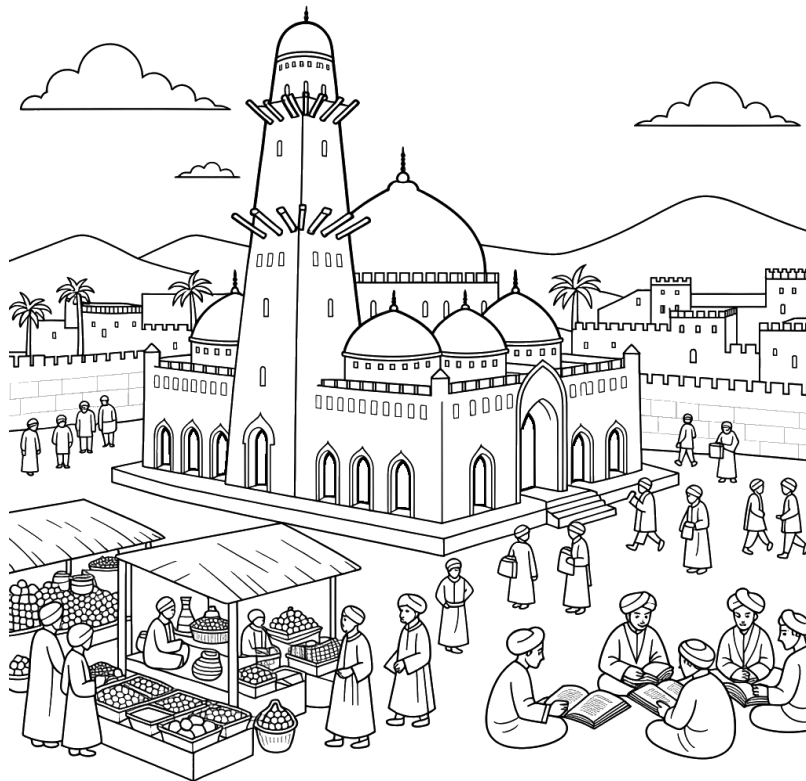
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



Word Bank

kingdom

trade

pilgrimage

wealthy

Vocabulary Labeling

1. Find each word in *The Wealth of Mansa Musa*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 4.3B, 4.7F, 4.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 4.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

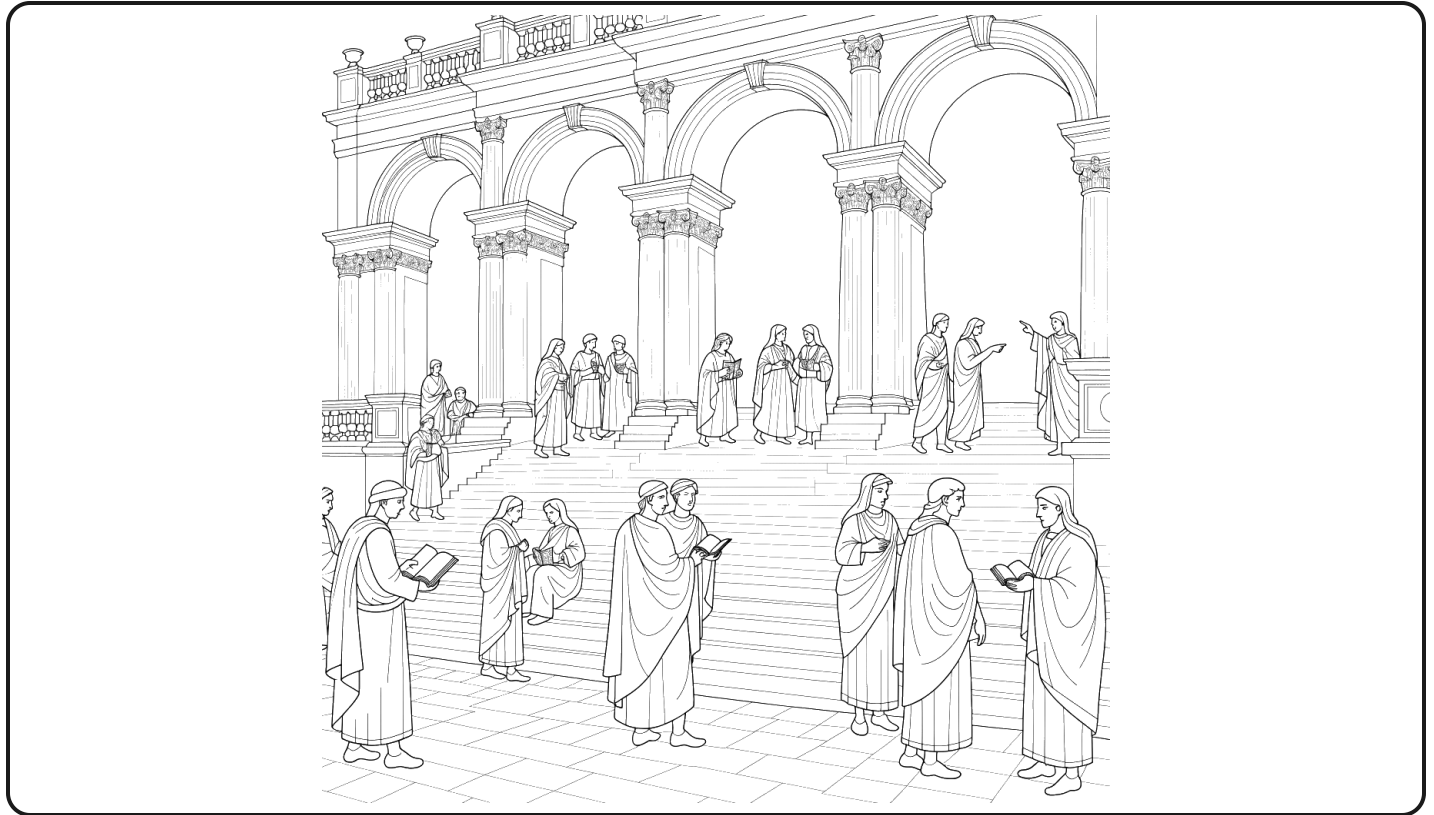
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Coloring with Purpose

Grade 4 • Cluster 5
Looking Back to Move Forward

Name: _____

Date: _____



Word Bank

ancient

Renaissance

citizens

expressions

Vocabulary Labeling

1. Find each word in *Looking Back to Move Forward*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 4.3B, 4.7F, 4.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 4.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Word Bank

weather

climate

atmosphere

temperature

Vocabulary Labeling

1. Find each word in *A Day That Changed*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 4.3B, 4.7F, 4.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 4.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____



Word Bank

pottery

precious

gale

pathways

Vocabulary Labeling

1. Find each word in *The Roads Between Us*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 4.3B, 4.7F, 4.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 4.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

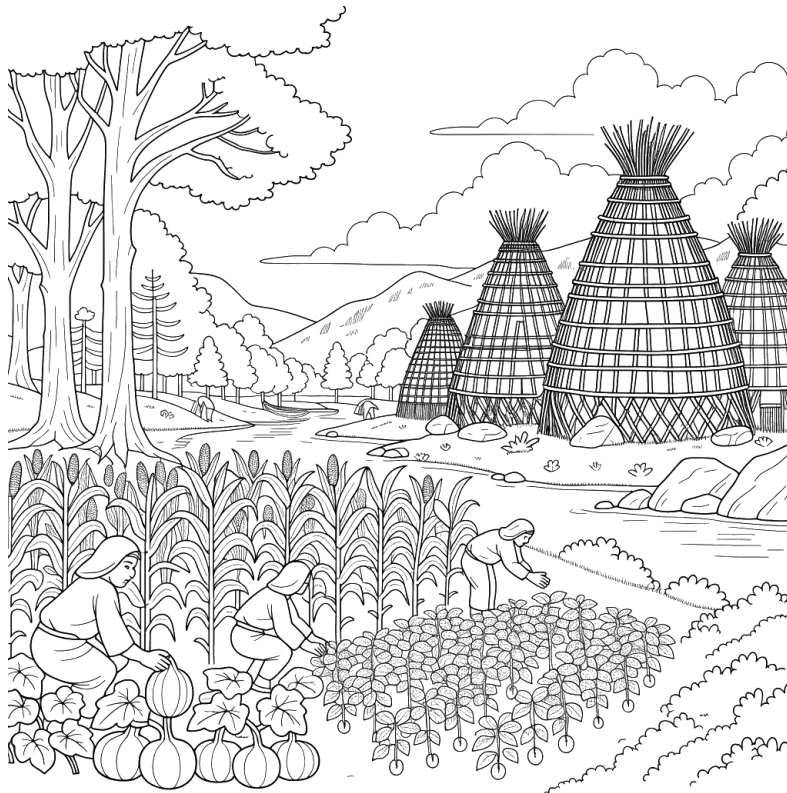
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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



Word Bank

geography

fertile

resources

timber

Vocabulary Labeling

1. Find each word in *What Shapes a Society?*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 4.3B, 4.7F, 4.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 4.3(B): Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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TEKS SECTION

TEKS 4.6(B)

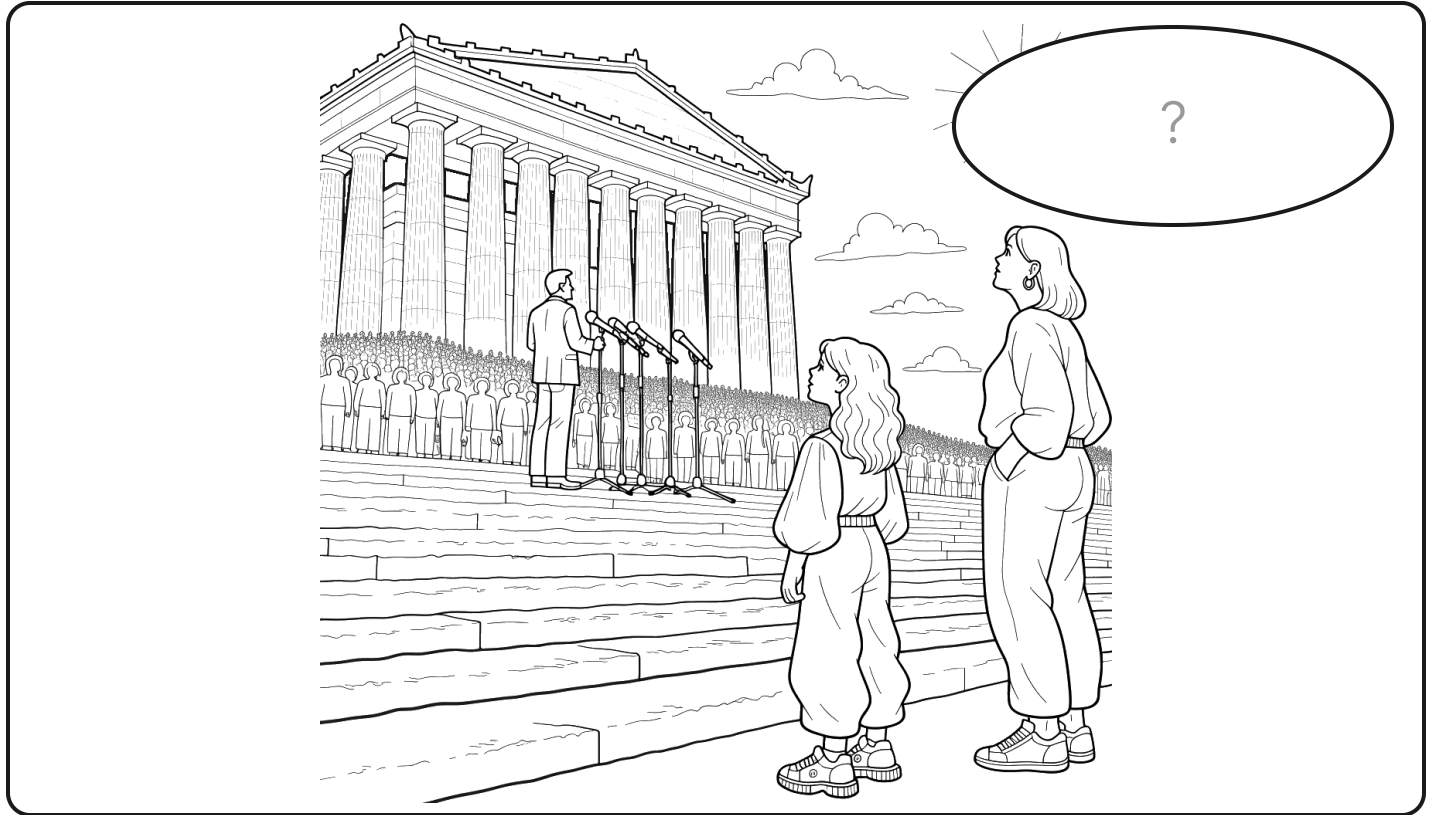
Generate questions about text before, during, and after reading to deepen understanding and gain information.

Activity	Passage (Cluster)	Page
Ask the Picture	Dream (Prepare)	20
Ask the Picture	A Promise Written Long Ago (Cluster 1)	21
Ask the Picture	The Energy We Use Everyday (Cluster 2)	22
Ask the Picture	A Lone Star Choice (Cluster 3)	23
Ask the Picture	The Wealth of Mansa Musa (Cluster 4)	24
Ask the Picture	Looking Back to Move Forward (Cluster 5)	25
Ask the Picture	A Day That Changed (Cluster 6)	26
Ask the Picture	The Roads Between Us (Cluster 7)	27
Ask the Picture	What Shapes a Society? (Cluster 8)	28

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *Dream*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

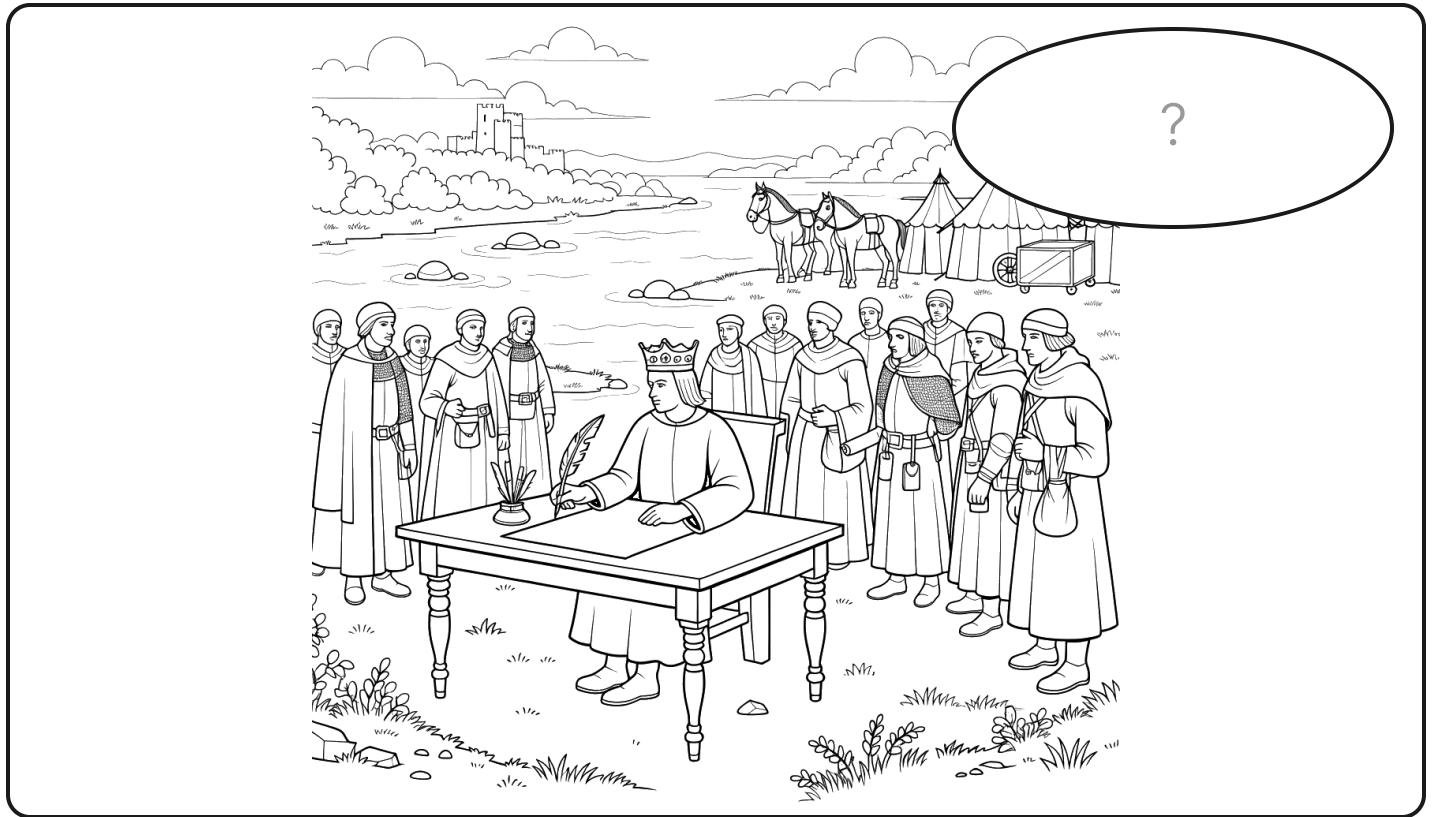
TEKS Connection: 4.6B, 4.7C, 4.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 4.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *A Promise Written Long Ago*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 4.6B, 4.7C, 4.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 4.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

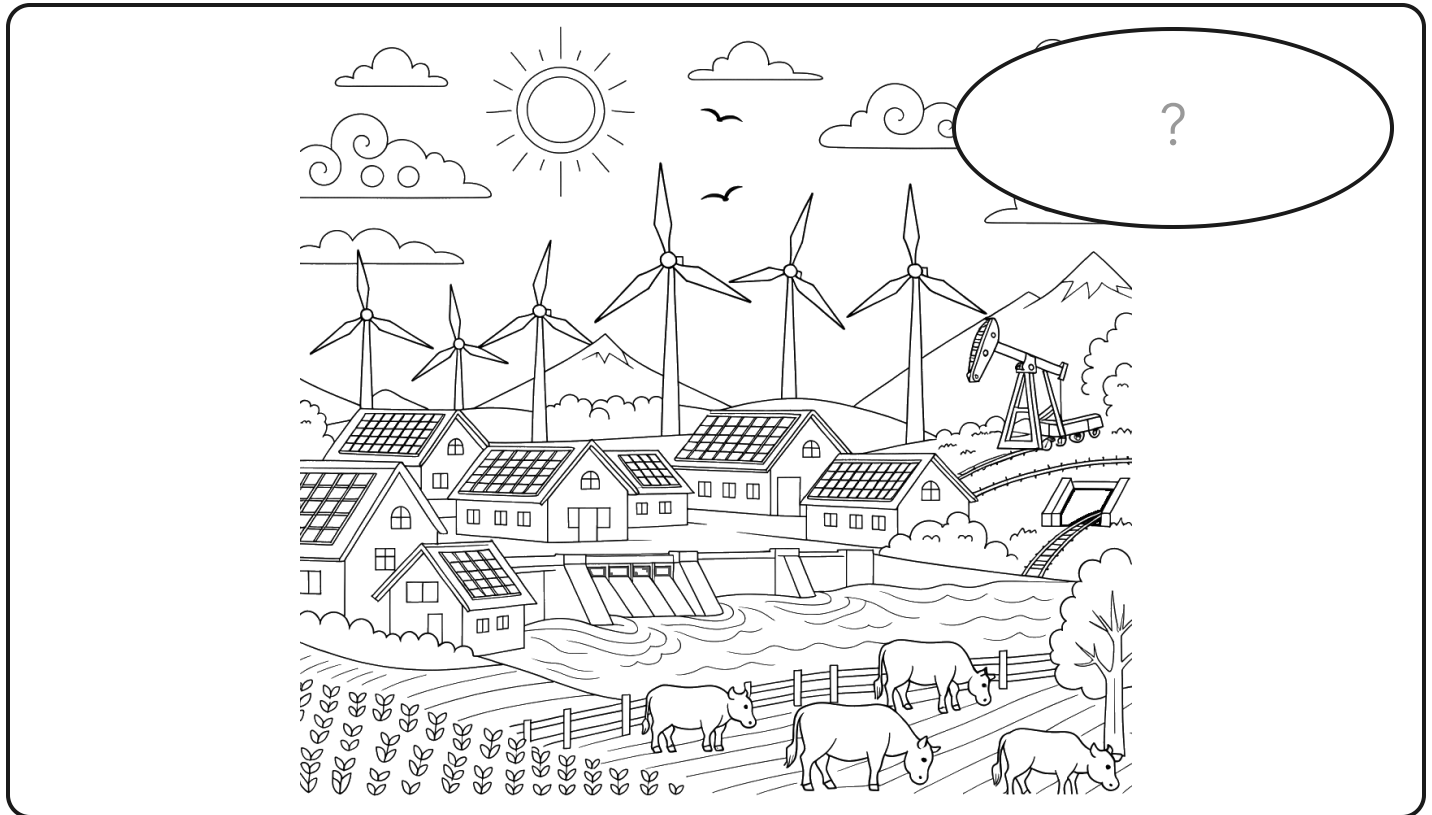
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *The Energy We Use Everyday*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

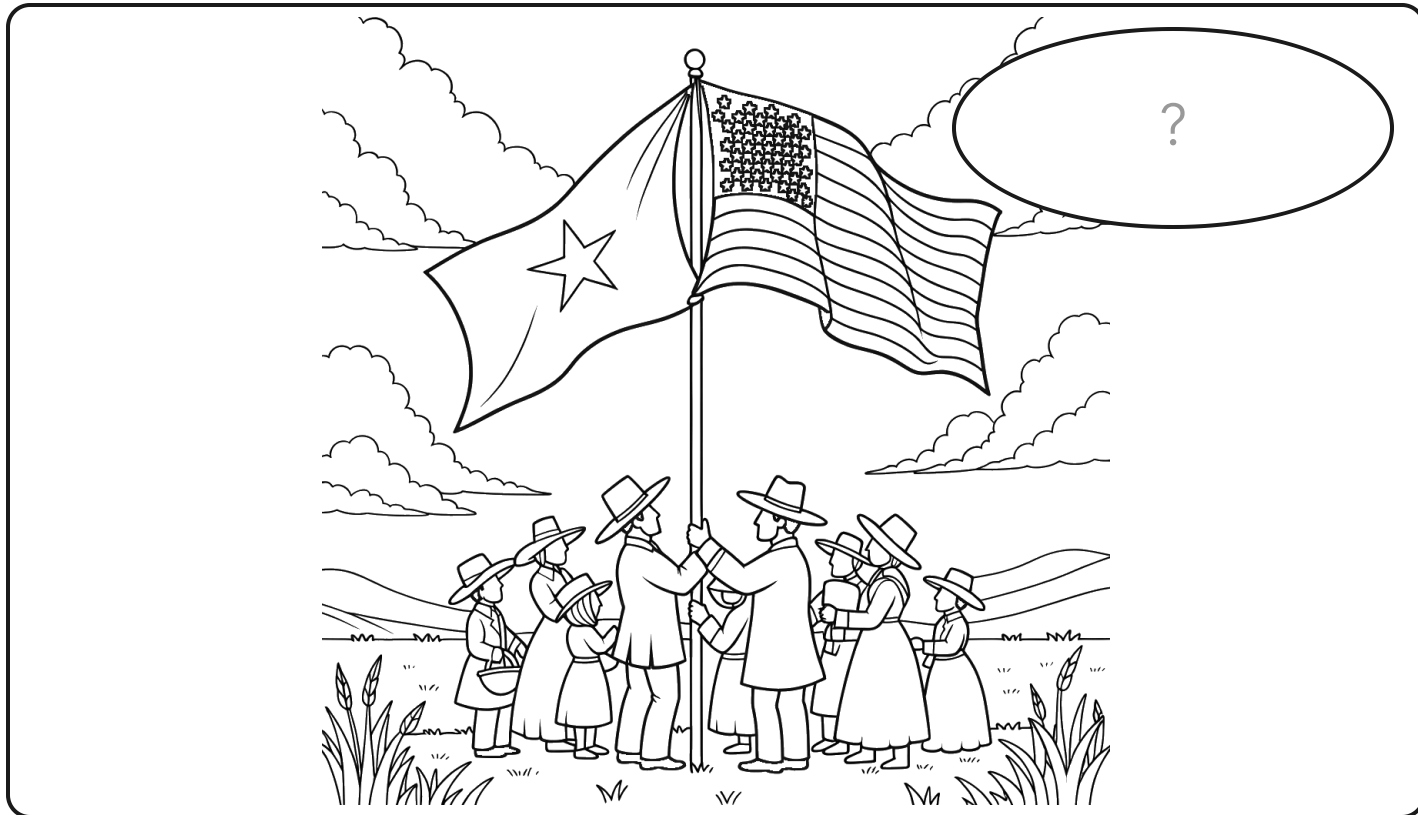
TEKS Connection: 4.6B, 4.7C, 4.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 4.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *A Lone Star Choice*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 4.6B, 4.7C, 4.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 4.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

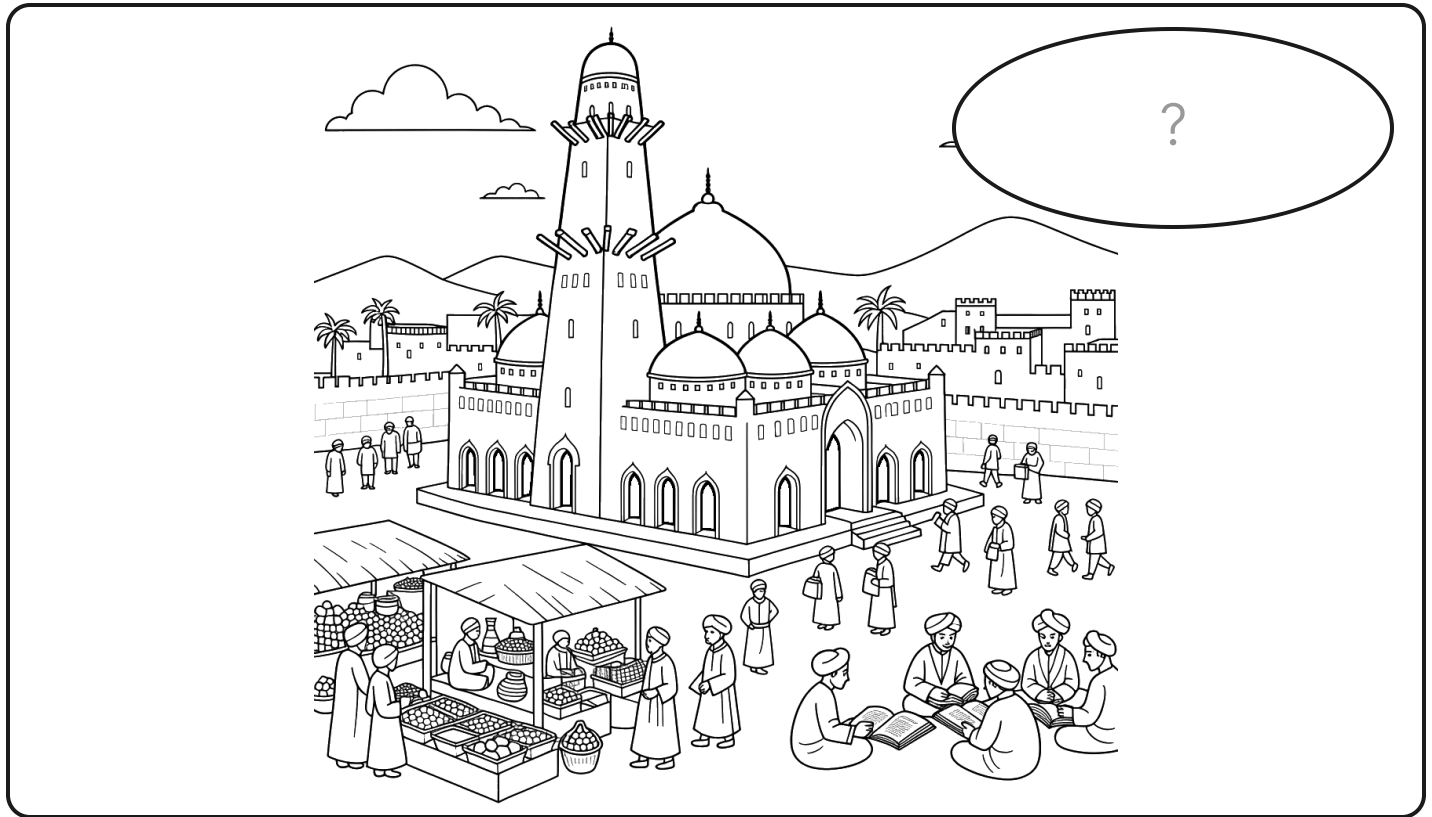
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *The Wealth of Mansa Musa*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

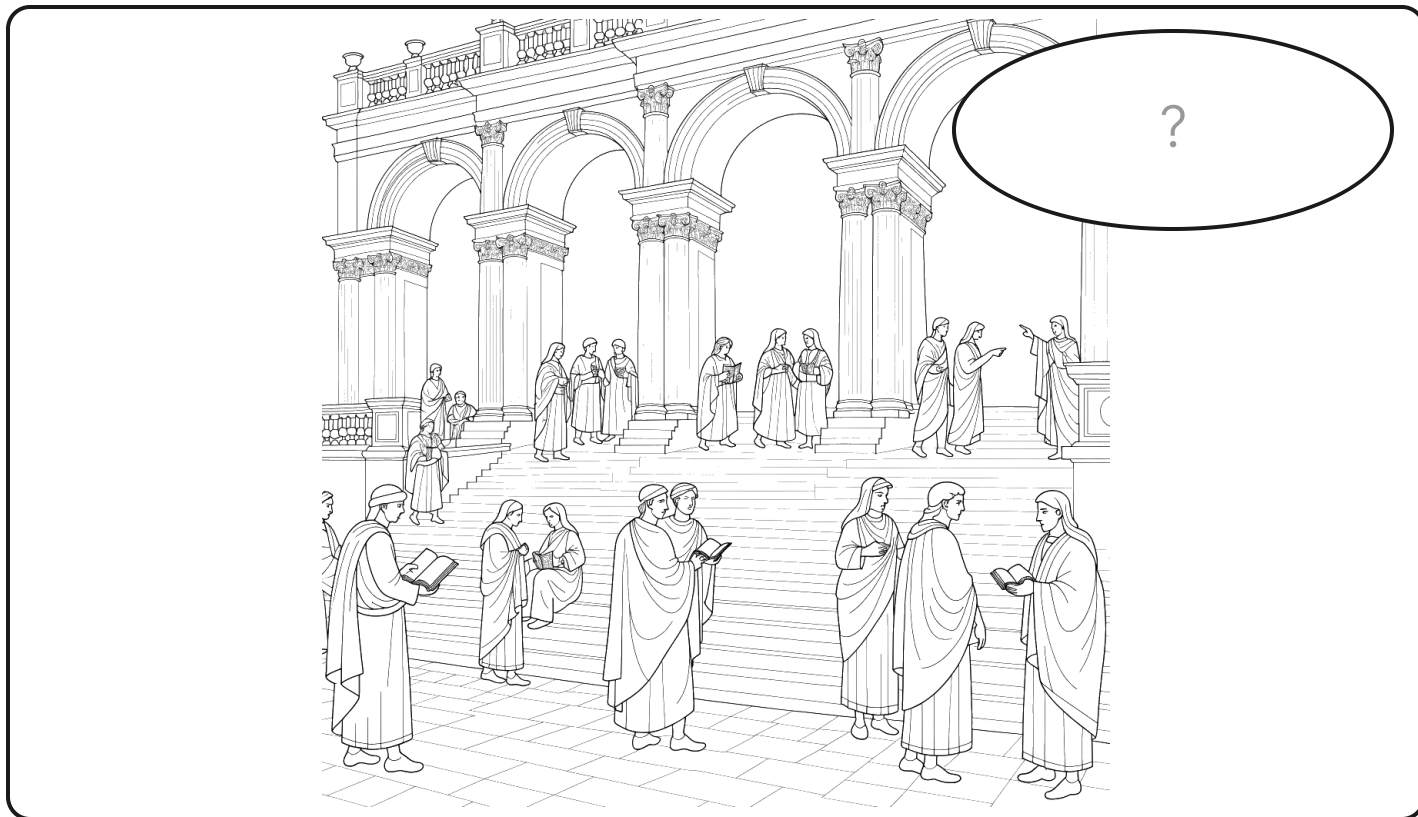
TEKS Connection: 4.6B, 4.7C, 4.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 4.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *Looking Back to Move Forward*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 4.6B, 4.7C, 4.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 4.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *A Day That Changed*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 4.6B, 4.7C, 4.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 4.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *The Roads Between Us*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 4.6B, 4.7C, 4.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 4.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

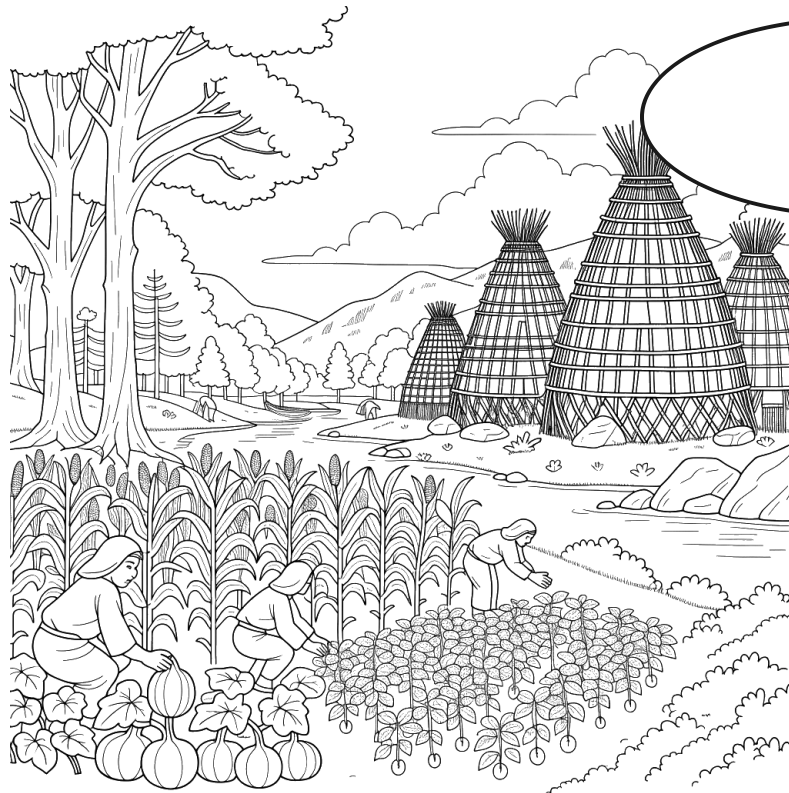
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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *What Shapes a Society?*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 4.6B, 4.7C, 4.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 4.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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TEKS SECTION

TEKS 4.6(C)

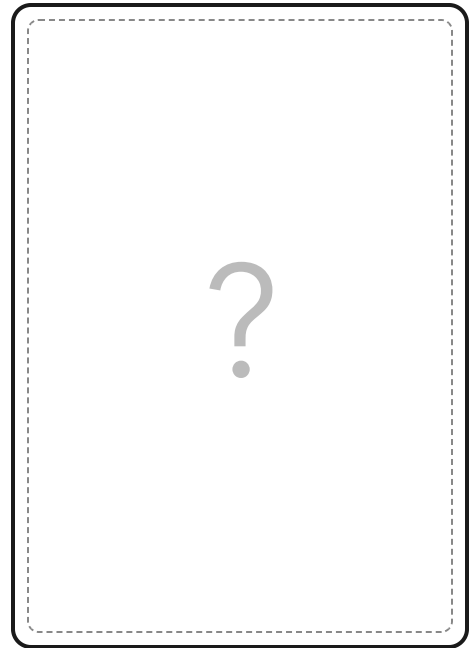
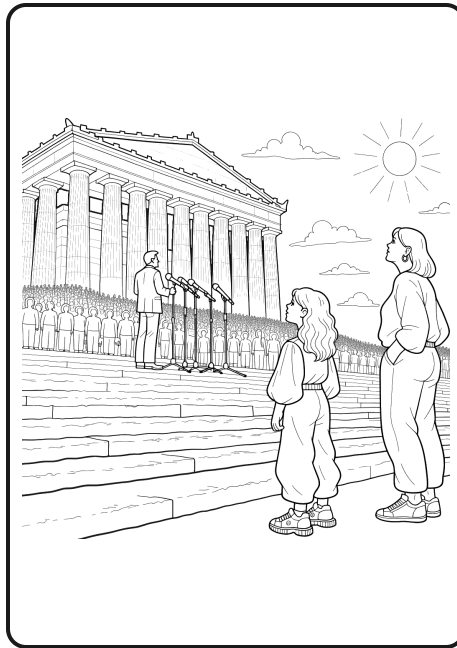
Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Activity	Passage (Cluster)	Page
What Happens Next	Dream (Prepare)	30
What Happens Next	A Promise Written Long Ago (Cluster 1)	31
What Happens Next	The Energy We Use Everyday (Cluster 2)	32
What Happens Next	A Lone Star Choice (Cluster 3)	33
What Happens Next	The Wealth of Mansa Musa (Cluster 4)	34
What Happens Next	Looking Back to Move Forward (Cluster 5)	35
What Happens Next	A Day That Changed (Cluster 6)	36
What Happens Next	The Roads Between Us (Cluster 7)	37
What Happens Next	What Shapes a Society? (Cluster 8)	38

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Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *Dream*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 4.6C, 4.7C, 4.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 4.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

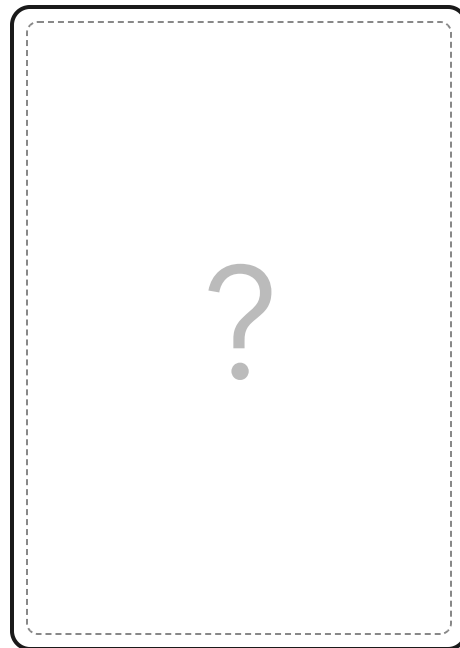
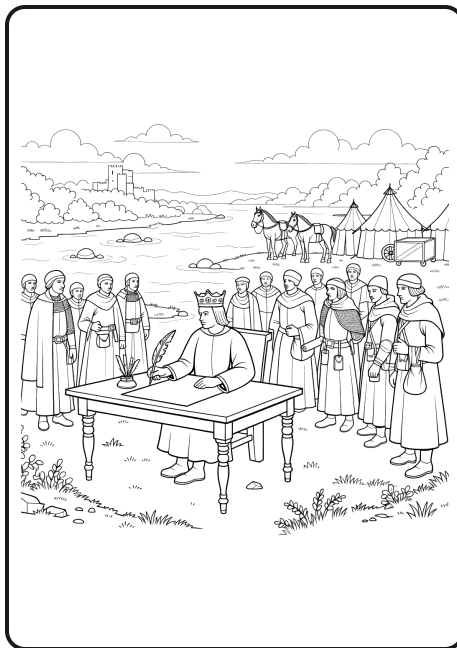
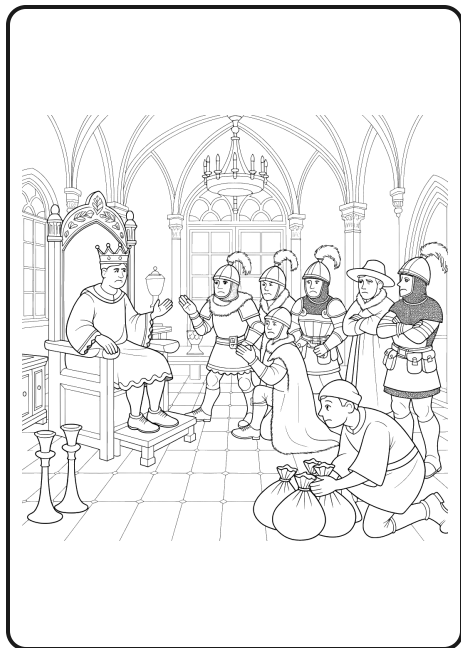
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Coloring with Purpose

Grade 4 • Cluster 1
A Promise Written Long Ago

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *A Promise Written Long Ago*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 4.6C, 4.7C, 4.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 4.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

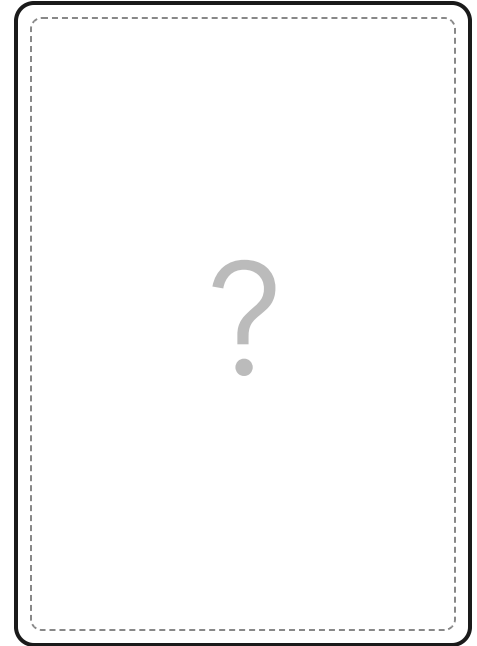
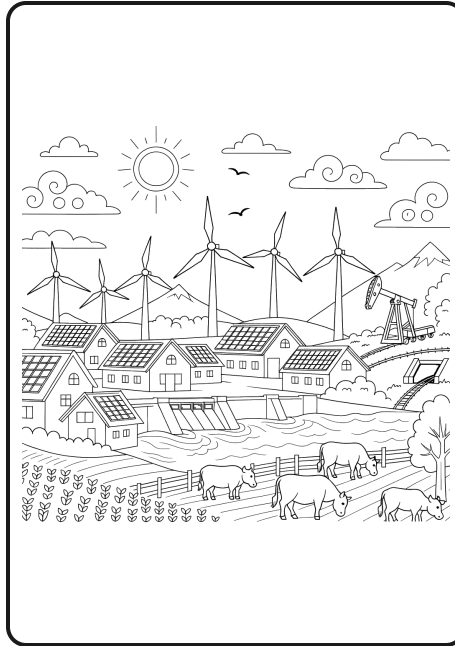
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *The Energy We Use Everyday*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 4.6C, 4.7C, 4.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 4.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

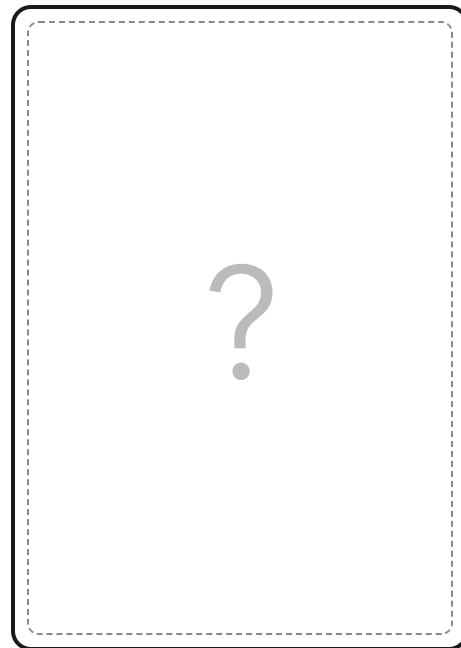
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Coloring with Purpose

Grade 4 • Cluster 3
A Lone Star Choice

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *A Lone Star Choice*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 4.6C, 4.7C, 4.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 4.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

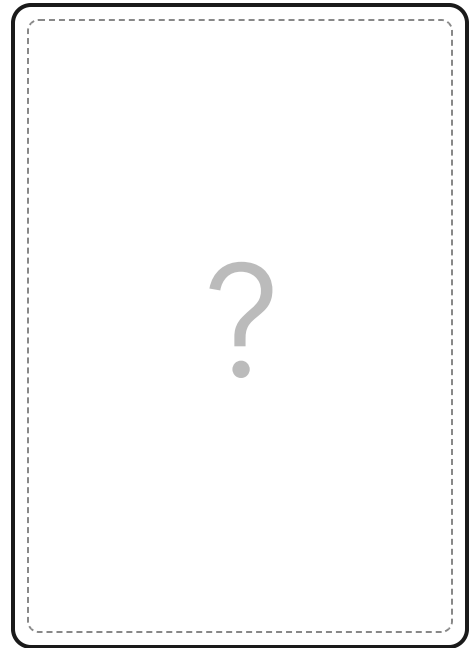
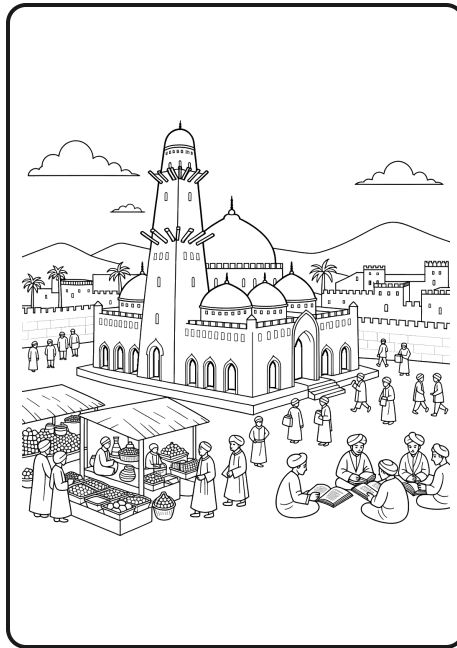
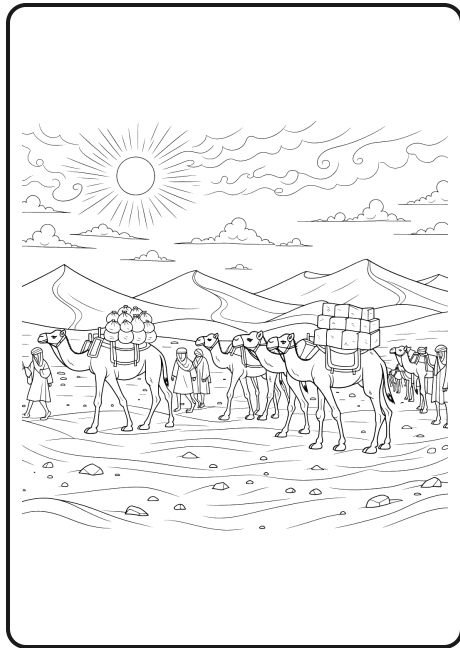
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *The Wealth of Mansa Musa*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

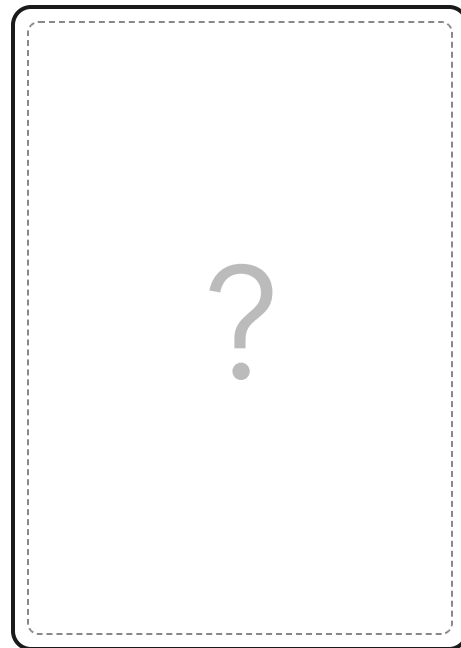
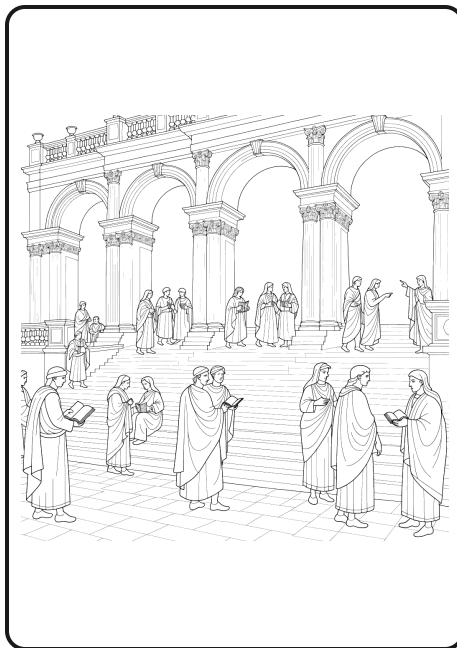
TEKS Connection: 4.6C, 4.7C, 4.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 4.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

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Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *Looking Back to Move Forward*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 4.6C, 4.7C, 4.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 4.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

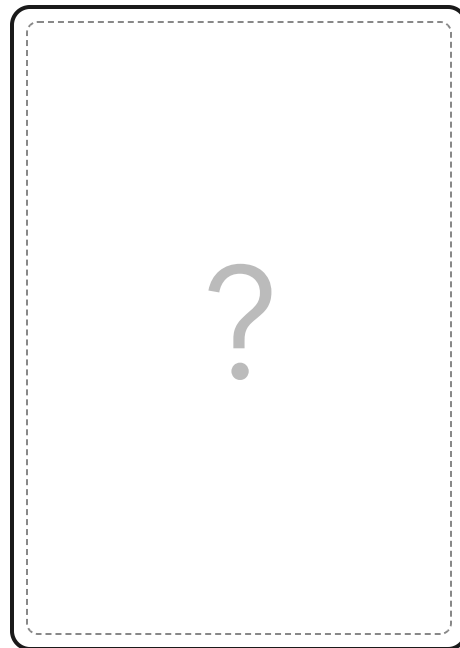
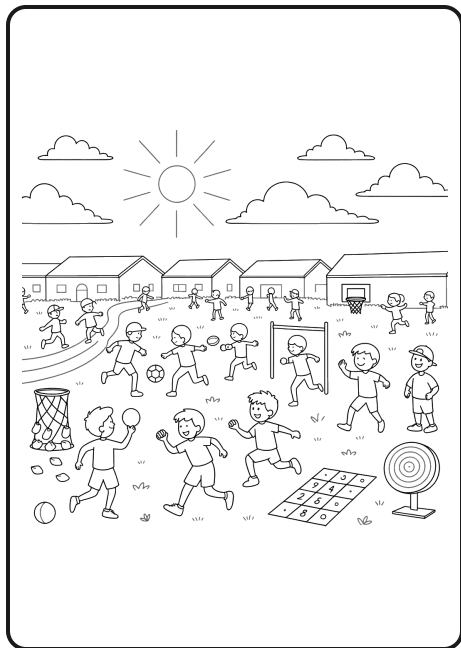
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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *A Day That Changed*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 4.6C, 4.7C, 4.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 4.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

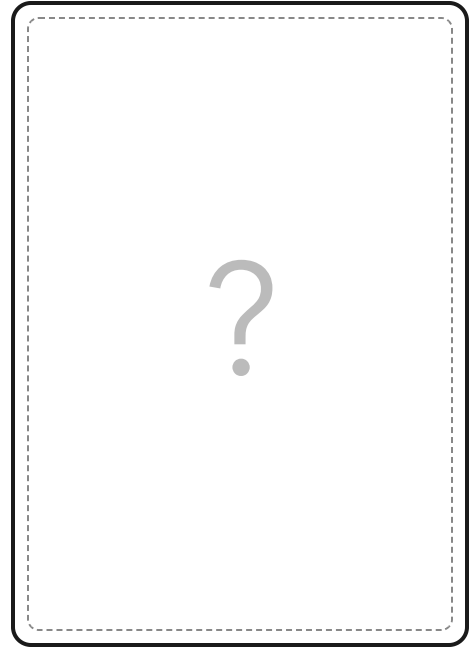
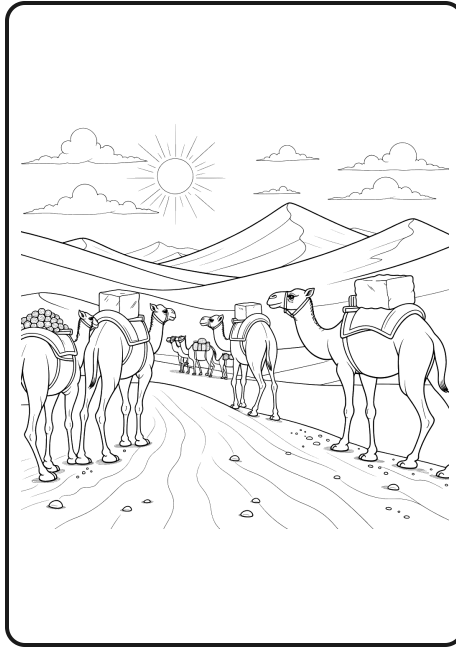
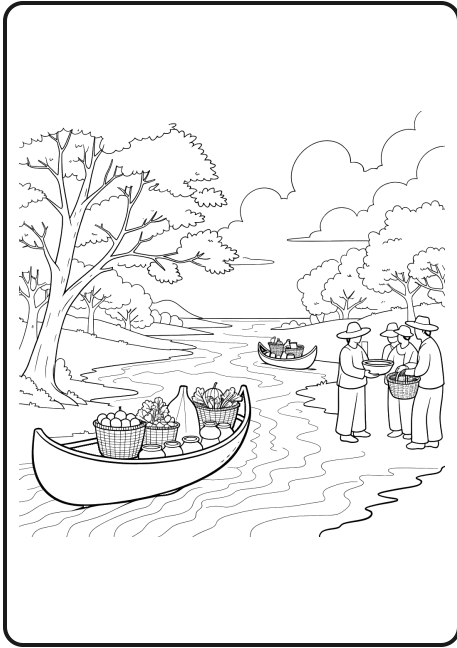
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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *The Roads Between Us*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 4.6C, 4.7C, 4.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 4.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

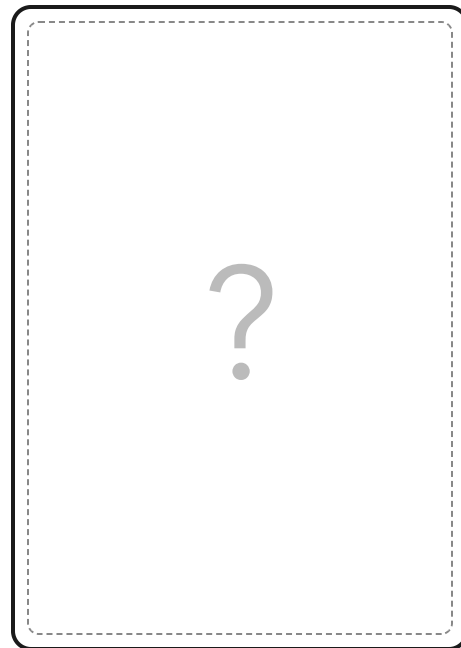
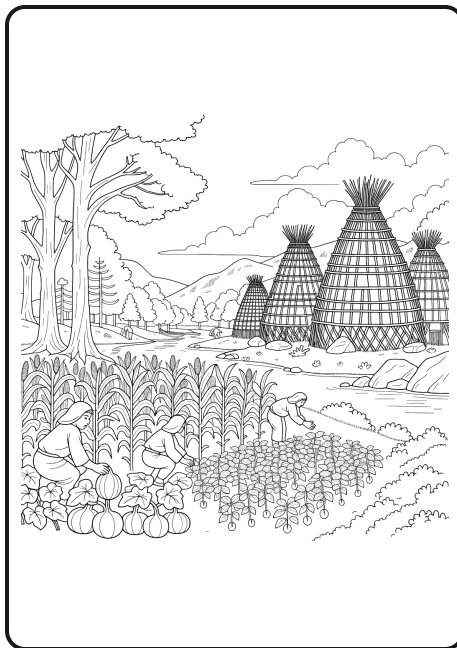
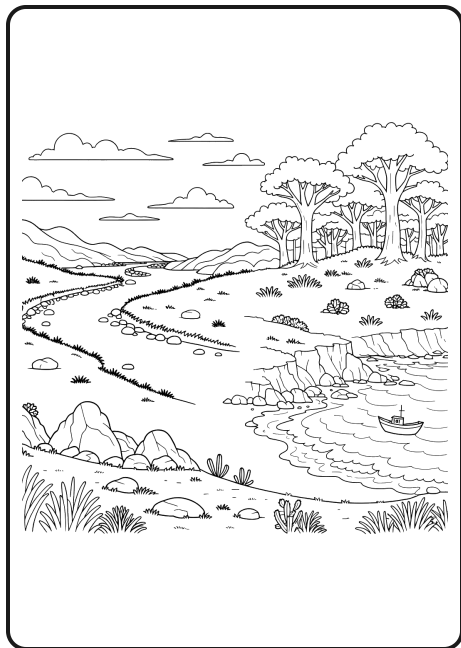
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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *What Shapes a Society?*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 4.6C, 4.7C, 4.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 4.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

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TEKS SECTION

TEKS 4.6(E)

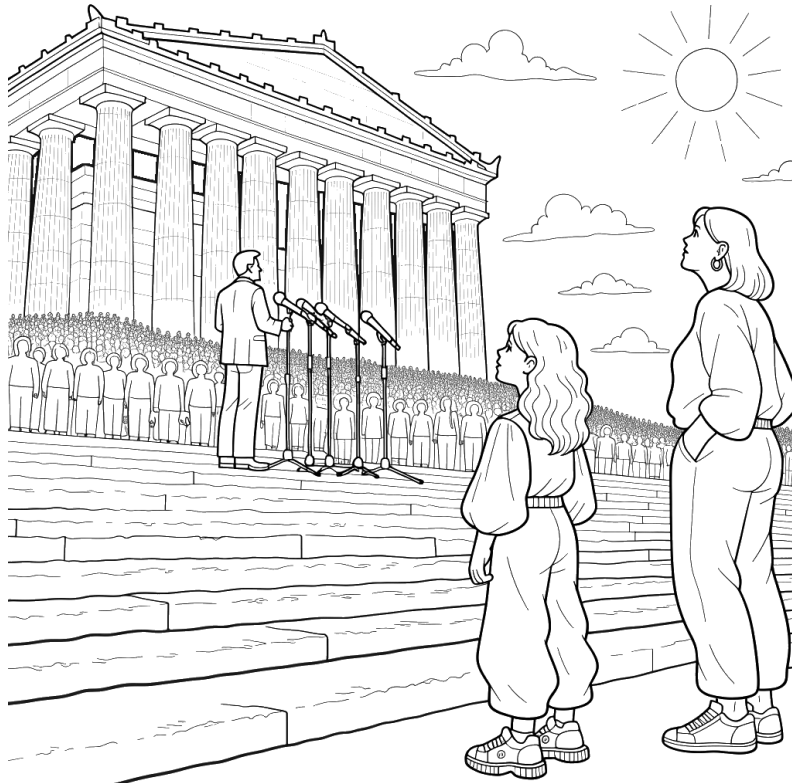
Make connections to personal experiences, ideas in other texts, and society.

Activity	Passage (Cluster)	Page
Connection Corner	Dream (Prepare)	40
Connection Corner	A Promise Written Long Ago (Cluster 1)	41
Connection Corner	The Energy We Use Everyday (Cluster 2)	42
Connection Corner	A Lone Star Choice (Cluster 3)	43
Connection Corner	The Wealth of Mansa Musa (Cluster 4)	44
Connection Corner	Looking Back to Move Forward (Cluster 5)	45
Connection Corner	A Day That Changed (Cluster 6)	46
Connection Corner	The Roads Between Us (Cluster 7)	47
Connection Corner	What Shapes a Society? (Cluster 8)	48

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *Dream*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

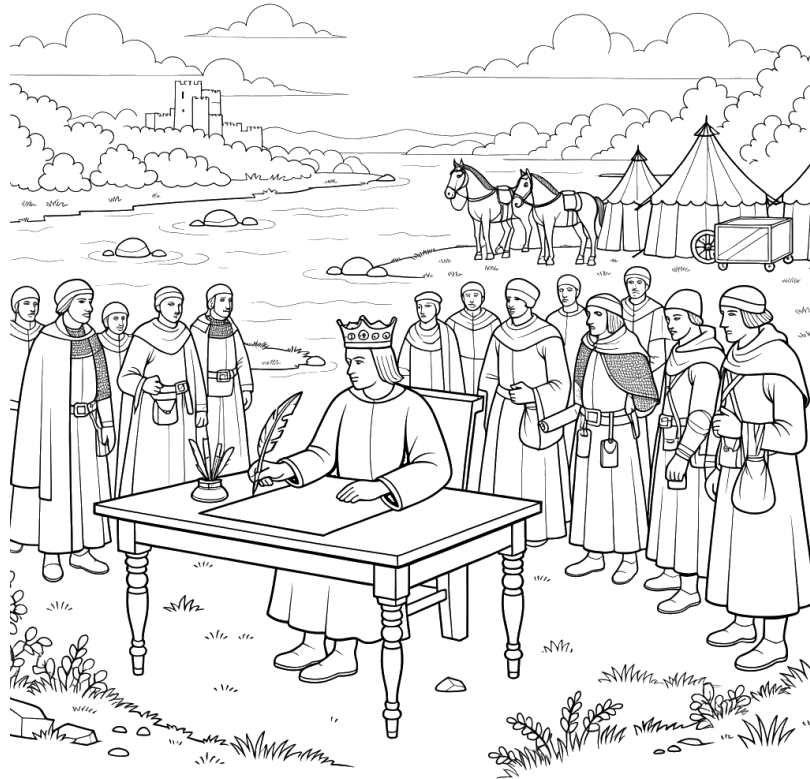
TEKS Connection: 4.6E, 4.7A, 4.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 4.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *A Promise Written Long Ago*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 4.6E, 4.7A, 4.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 4.6(E): Make connections to personal experiences, ideas in other texts, and society.

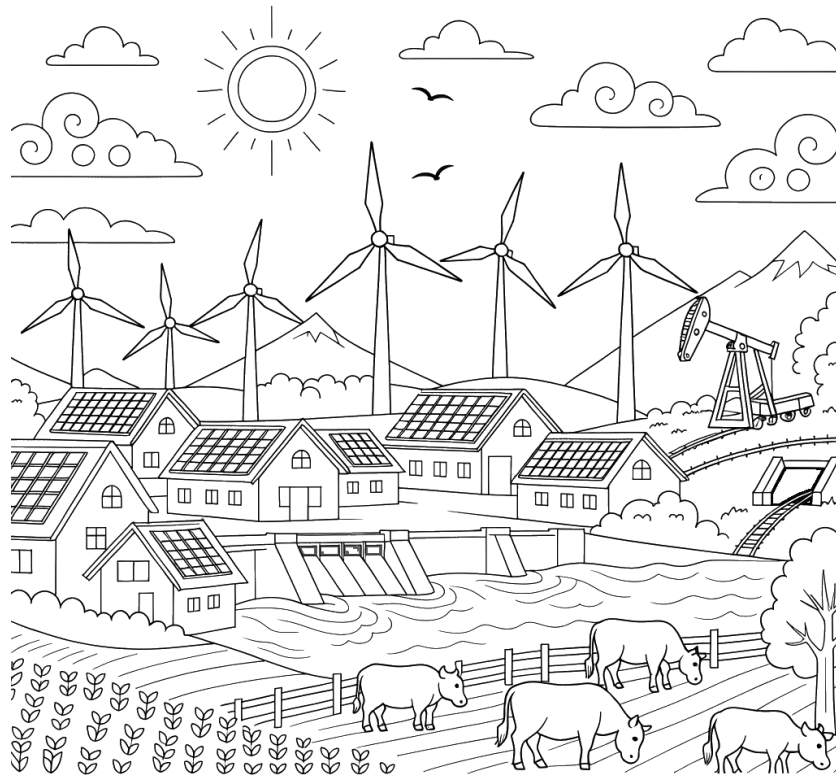
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Connection Corner

1. Color the picture from *The Energy We Use Everyday*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

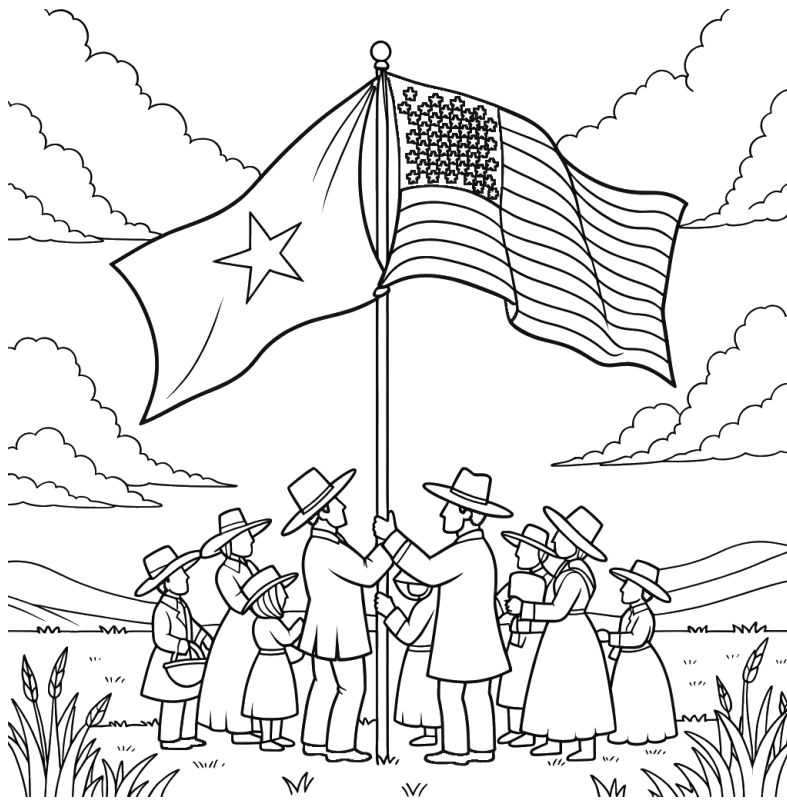
TEKS Connection: 4.6E, 4.7A, 4.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 4.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *A Lone Star Choice*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

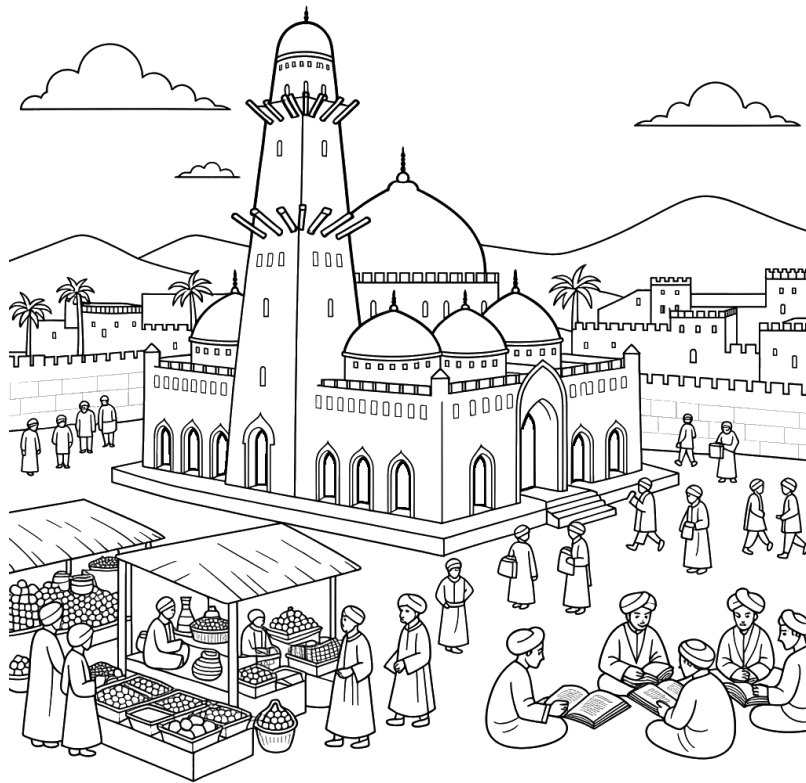
TEKS Connection: 4.6E, 4.7A, 4.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 4.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *The Wealth of Mansa Musa*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

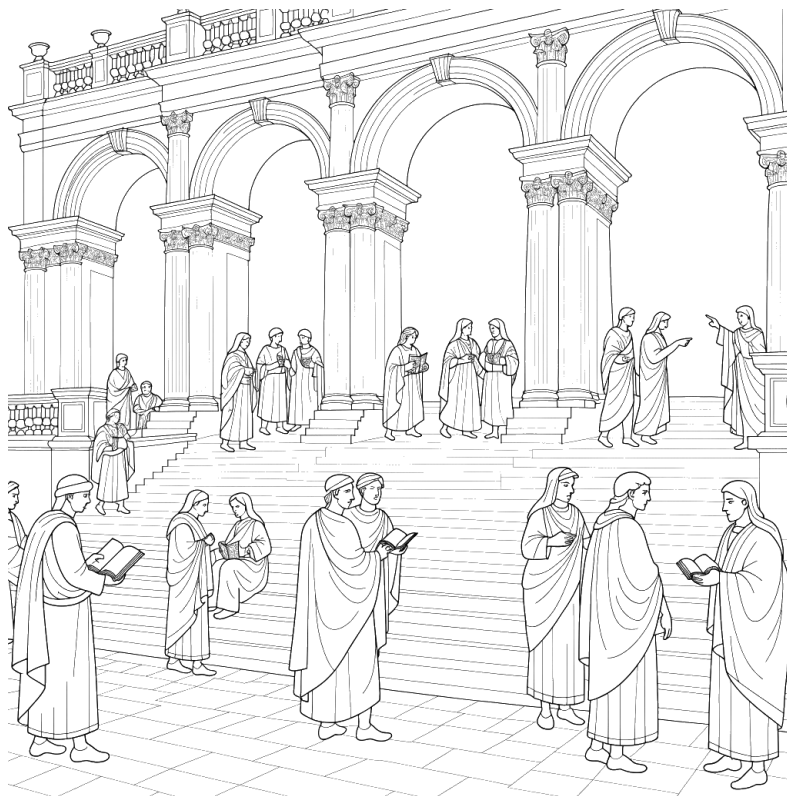
TEKS Connection: 4.6E, 4.7A, 4.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 4.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *Looking Back to Move Forward*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 4.6E, 4.7A, 4.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 4.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Connection Corner

1. Color the picture from *A Day That Changed*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 4.6E, 4.7A, 4.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 4.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *The Roads Between Us*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 4.6E, 4.7A, 4.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 4.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



Connection Corner

1. Color the picture from *What Shapes a Society?*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 4.6E, 4.7A, 4.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 4.6(E): Make connections to personal experiences, ideas in other texts, and society.

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TEKS SECTION

TEKS 4.6(F)

Make inferences and use evidence to support understanding.

Activity	Passage (Cluster)	Page
Cause and Effect Panels	Dream (Prepare)	50
Cause and Effect Panels	A Promise Written Long Ago (Cluster 1)	51
Cause and Effect Panels	The Energy We Use Everyday (Cluster 2)	52
Cause and Effect Panels	A Lone Star Choice (Cluster 3)	53
Cause and Effect Panels	The Wealth of Mansa Musa (Cluster 4)	54
Cause and Effect Panels	Looking Back to Move Forward (Cluster 5)	55
Cause and Effect Panels	A Day That Changed (Cluster 6)	56
Cause and Effect Panels	The Roads Between Us (Cluster 7)	57
Cause and Effect Panels	What Shapes a Society? (Cluster 8)	58
Feelings Faces	A Promise Written Long Ago (Cluster 1)	59
Feelings Faces	The Energy We Use Everyday (Cluster 2)	60
Feelings Faces	A Lone Star Choice (Cluster 3)	61
Feelings Faces	The Wealth of Mansa Musa (Cluster 4)	62
Feelings Faces	Looking Back to Move Forward (Cluster 5)	63
Feelings Faces	A Day That Changed (Cluster 6)	64
Feelings Faces	The Roads Between Us (Cluster 7)	65
Feelings Faces	What Shapes a Society? (Cluster 8)	66

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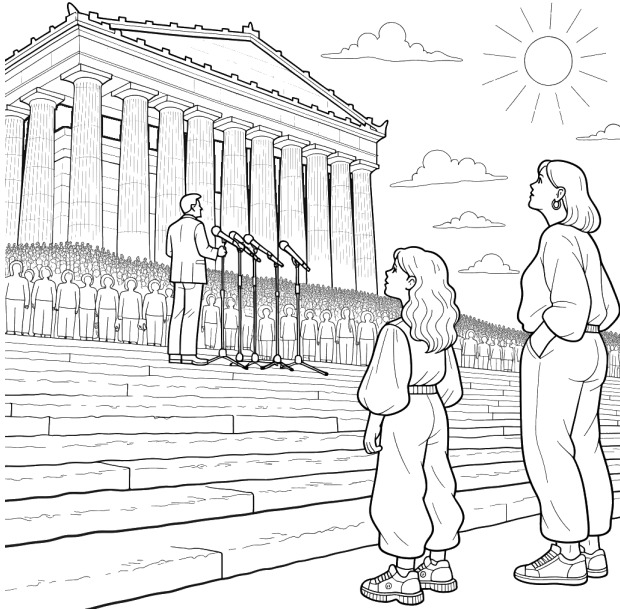
Coloring with Purpose

Grade 4 · Prepare
Dream

Name: _____

Date: _____

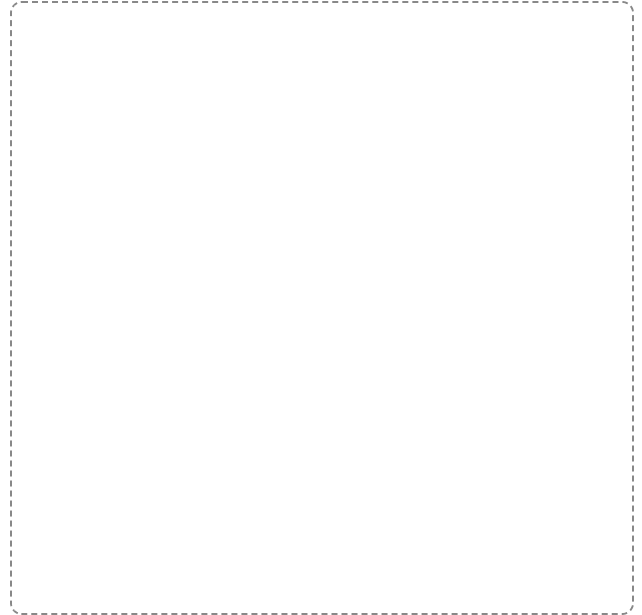
CAUSE



Dr. King began speaking about his dream for the future.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *Dream*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 4 • Cluster 1
A Promise Written Long Ago

Name: _____

Date: _____

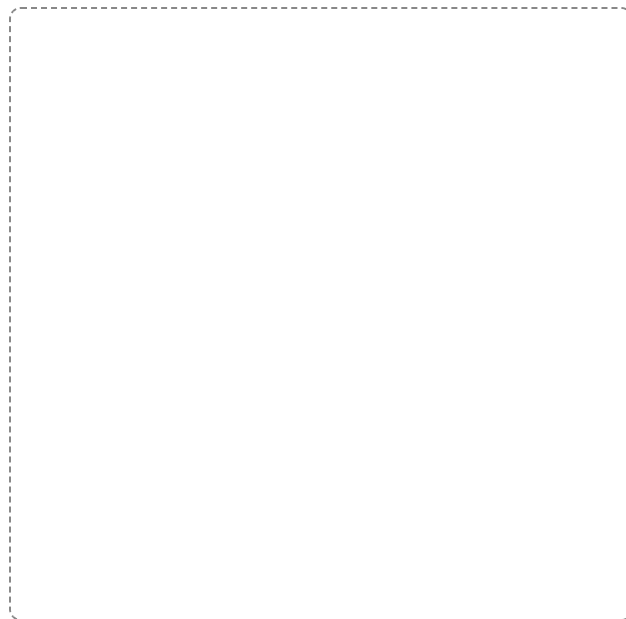
CAUSE



The king collected heavy taxes and made unfair decisions.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *A Promise Written Long Ago*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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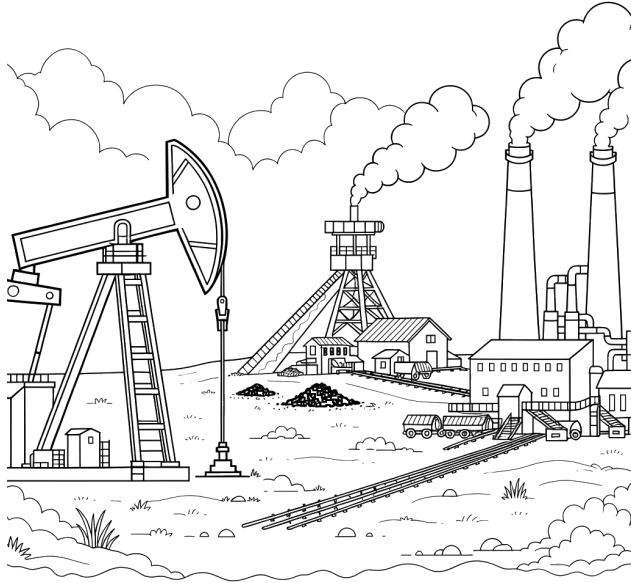
Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____

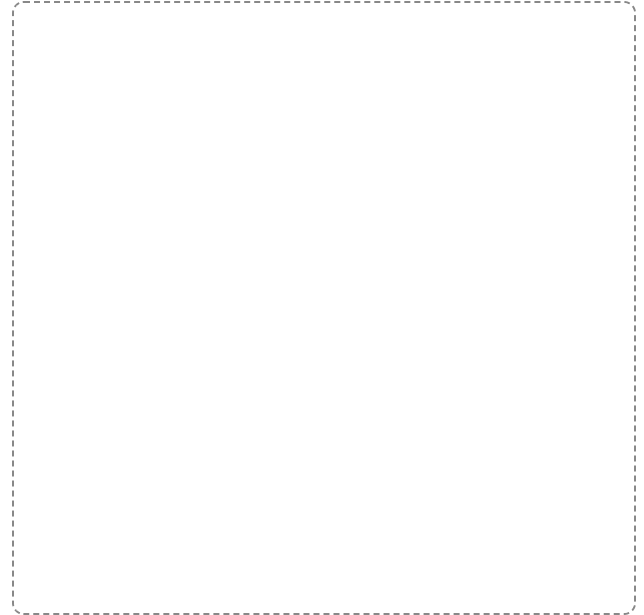
CAUSE



People burn nonrenewable resources such as coal and oil.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *The Energy We Use Everyday*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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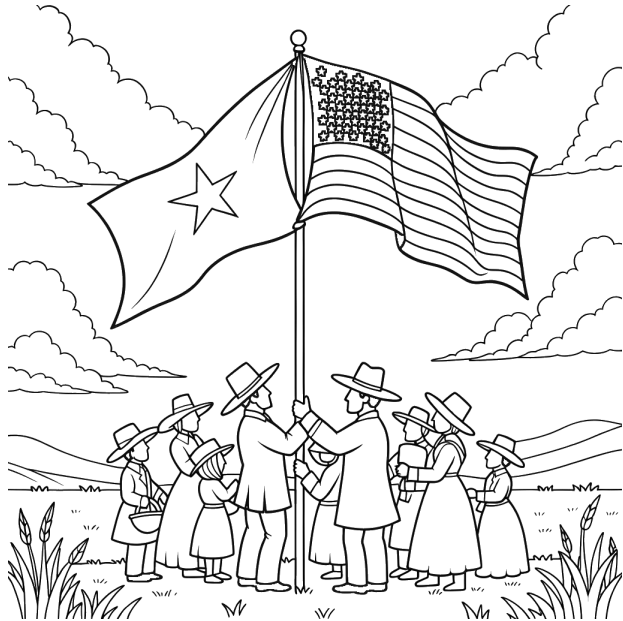
Coloring with Purpose

Grade 4 • Cluster 3
A Lone Star Choice

Name: _____

Date: _____

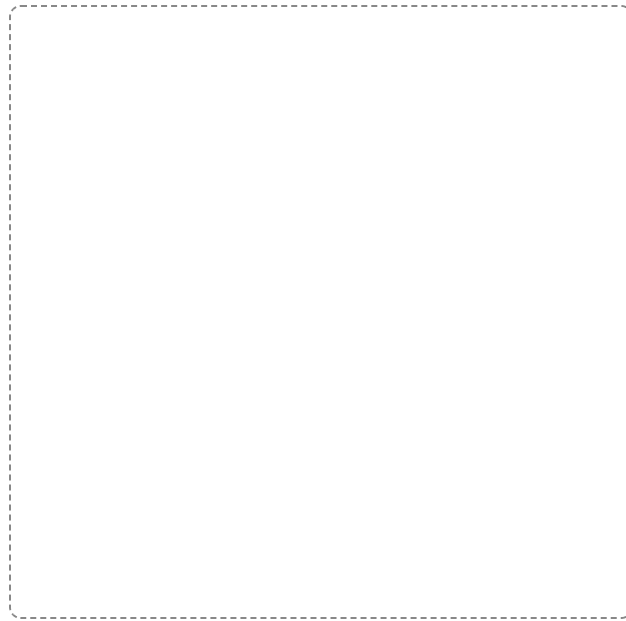
CAUSE



Texas joined the United States.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *A Lone Star Choice*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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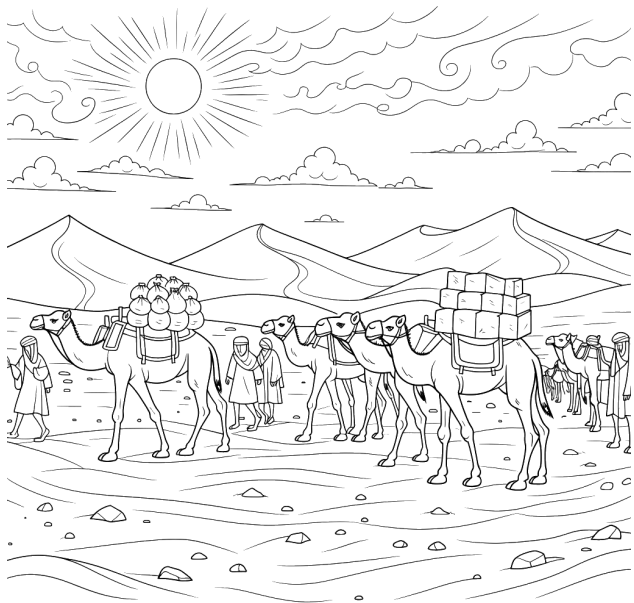
Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____

CAUSE



Mansa Musa made sure traders could move safely.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *The Wealth of Mansa Musa*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 4 • Cluster 5
Looking Back to Move Forward

Name: _____

Date: _____

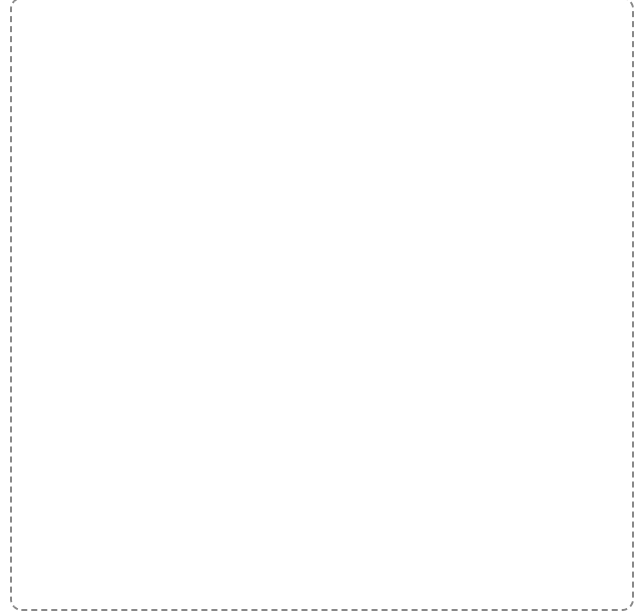
CAUSE



During the Renaissance, people studied ideas from Greece and Rome.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *Looking Back to Move Forward*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____

CAUSE



The wind grew stronger and gray clouds moved in.

EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *A Day That Changed*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____

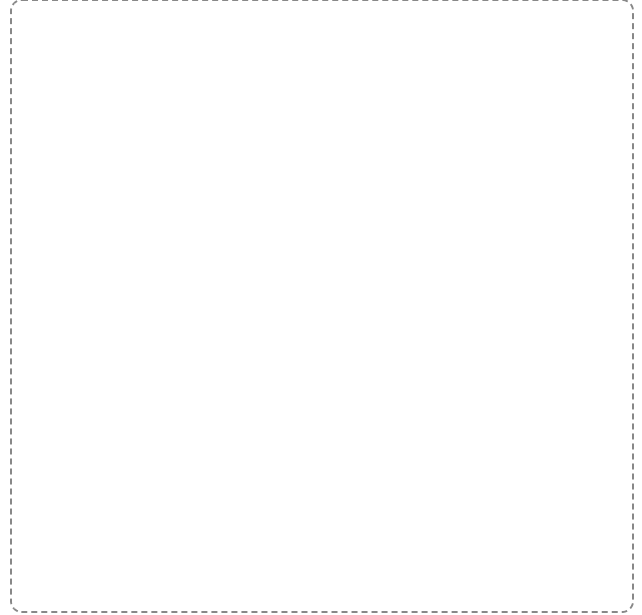
CAUSE



Neighbors meet and share goods.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *The Roads Between Us*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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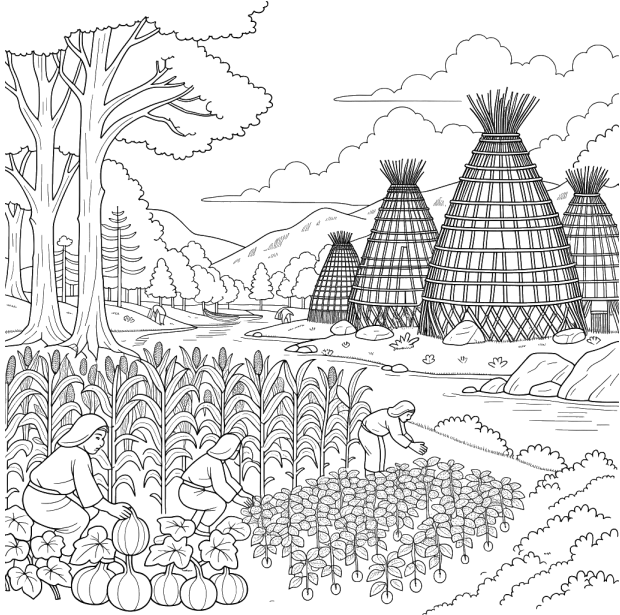
Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____

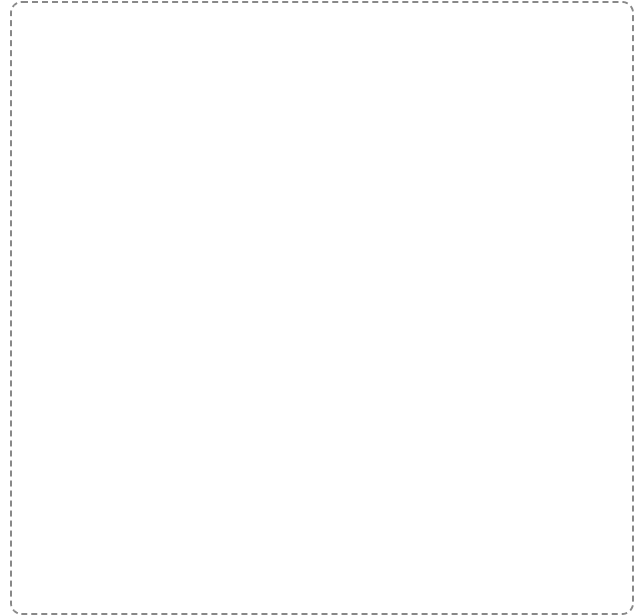
CAUSE



The Caddo lived near rivers with fertile land.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *What Shapes a Society?*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 4 • Cluster 1
A Promise Written Long Ago

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *A Promise Written Long Ago*. Think about how King John feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

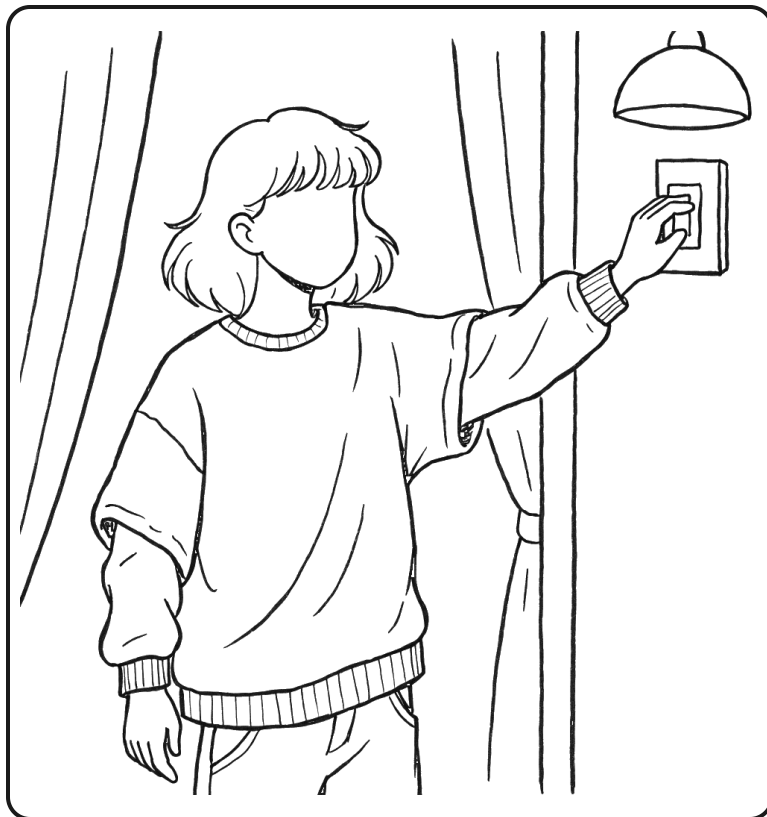
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *The Energy We Use Everyday*. Think about how a student learning about energy feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

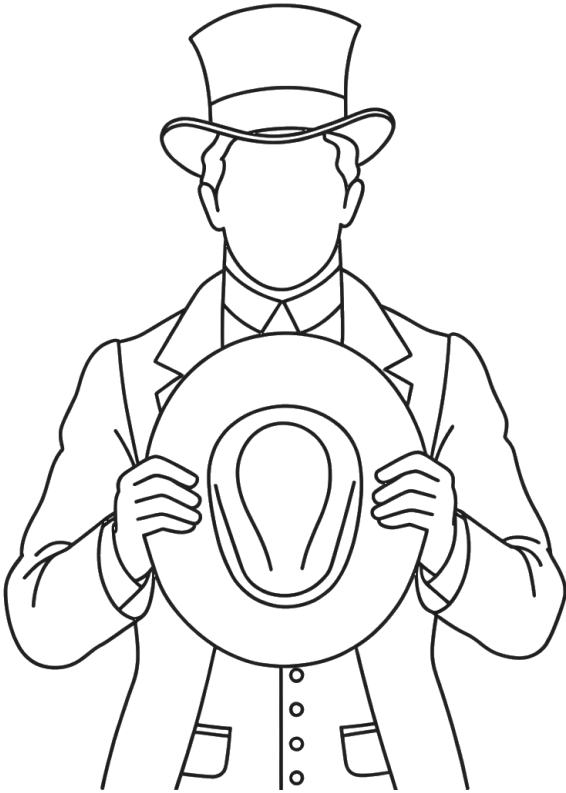
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Coloring with Purpose

Grade 4 • Cluster 3
A Lone Star Choice

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *A Lone Star Choice*. Think about how a Texas leader feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *The Wealth of Mansa Musa*. Think about how Mansa Musa feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 4 • Cluster 5
Looking Back to Move Forward

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *Looking Back to Move Forward*. Think about how Ava feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

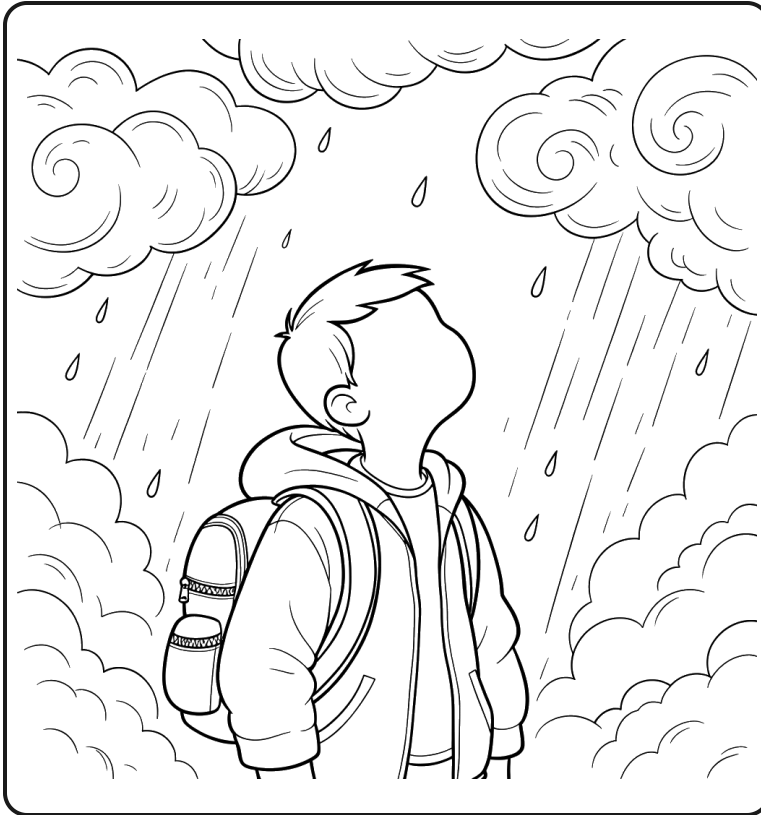
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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *A Day That Changed*. Think about how Jayden feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

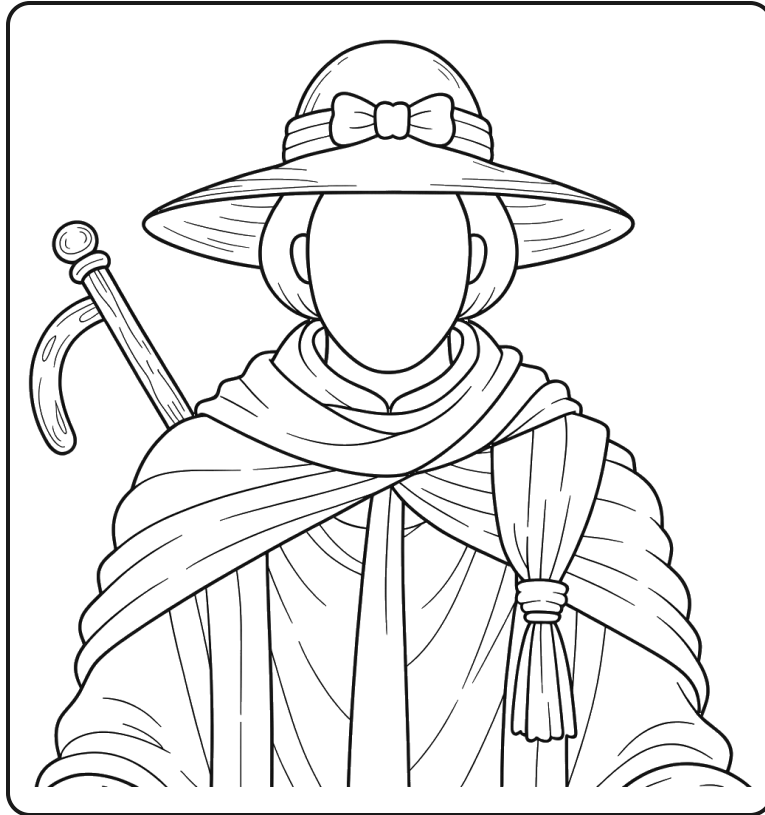
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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *The Roads Between Us*. Think about how the traveler feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *What Shapes a Society?*. Think about how a Caddo farmer feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 4.6F, 4.7C, 4.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 4.6(F): Make inferences and use evidence to support understanding.

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TEKS SECTION

TEKS 4.6(I)

Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Activity	Passage (Cluster)	Page
Find the Extra Detail	Dream (Prepare)	68
Find the Extra Detail	A Promise Written Long Ago (Cluster 1)	69
Find the Extra Detail	The Energy We Use Everyday (Cluster 2)	70
Find the Extra Detail	A Lone Star Choice (Cluster 3)	71
Find the Extra Detail	The Wealth of Mansa Musa (Cluster 4)	72
Find the Extra Detail	Looking Back to Move Forward (Cluster 5)	73
Find the Extra Detail	A Day That Changed (Cluster 6)	74
Find the Extra Detail	The Roads Between Us (Cluster 7)	75
Find the Extra Detail	What Shapes a Society? (Cluster 8)	76

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *Dream*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 4.6I, 4.7C, 4.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 4.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *A Promise Written Long Ago*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 4.6I, 4.7C, 4.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 4.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *The Energy We Use Everyday*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

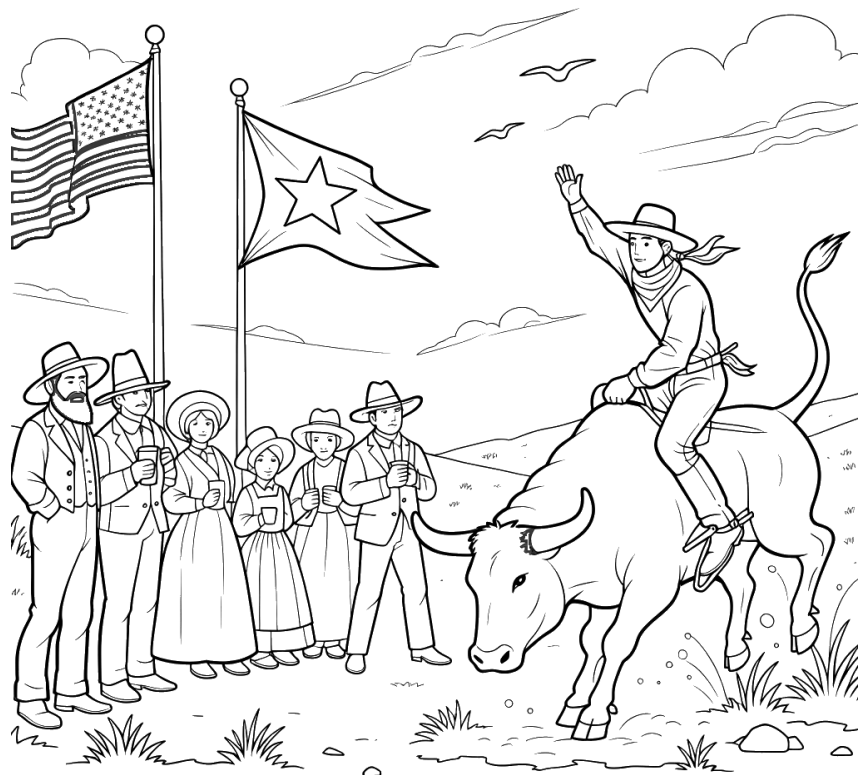
TEKS Connection: 4.6I, 4.7C, 4.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 4.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *A Lone Star Choice*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 4.6I, 4.7C, 4.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 4.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

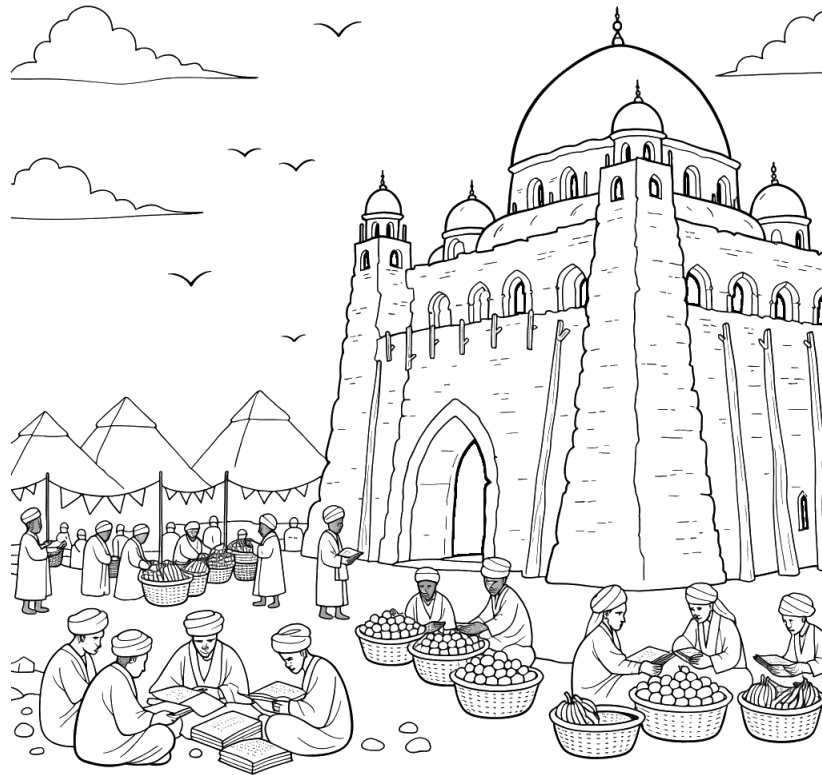
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *The Wealth of Mansa Musa*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

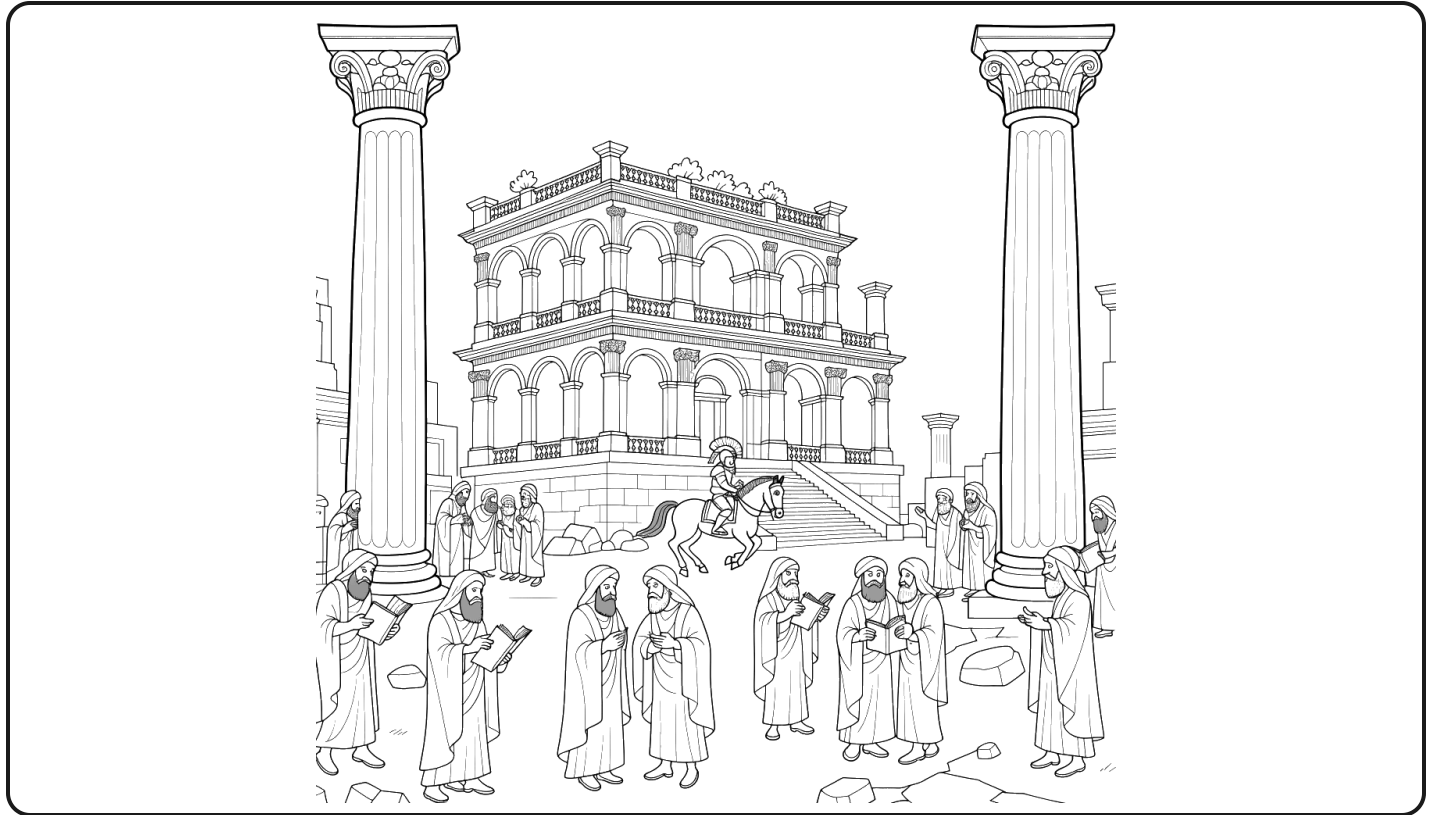
TEKS Connection: 4.6I, 4.7C, 4.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 4.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *Looking Back to Move Forward*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

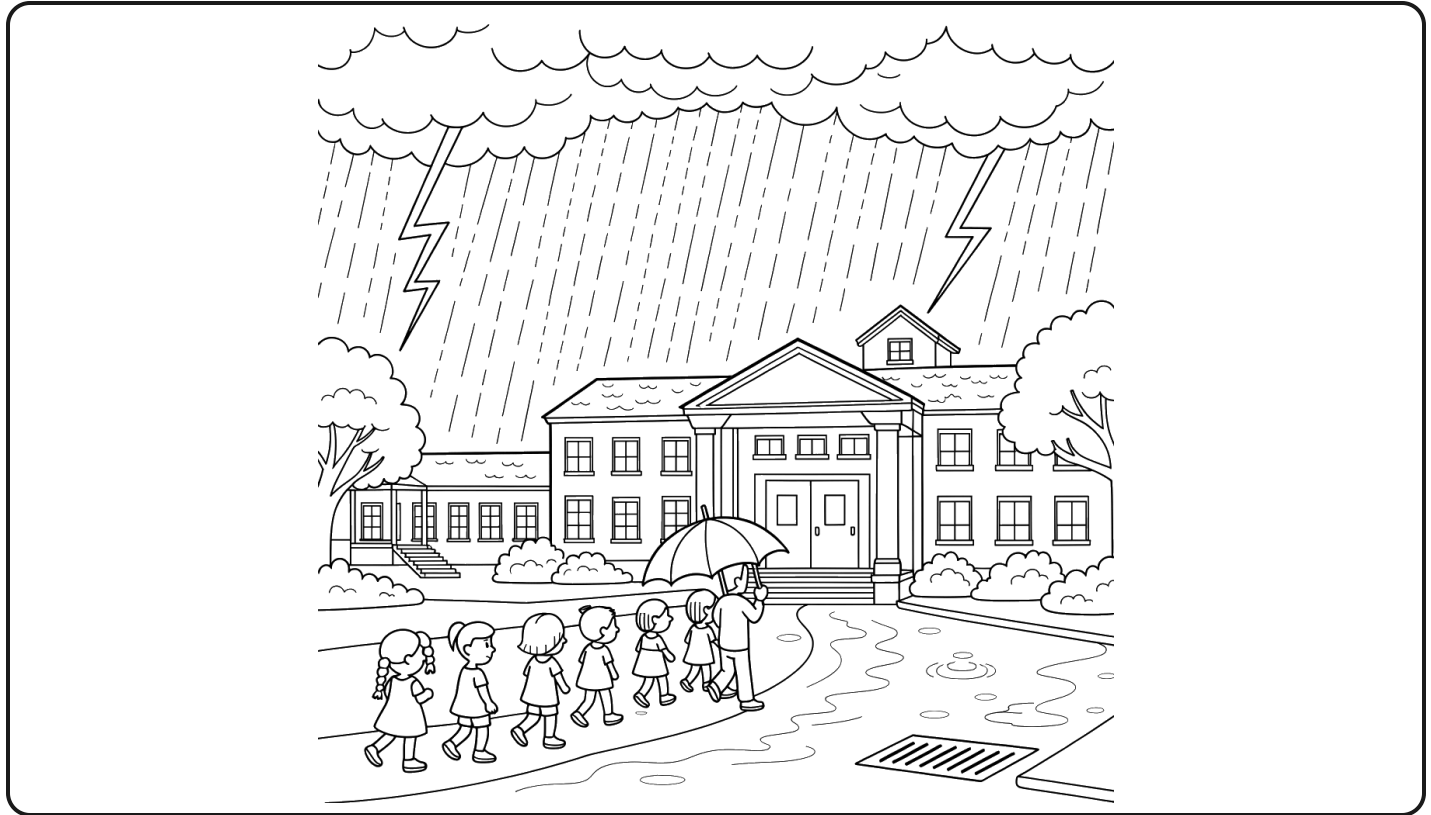
TEKS Connection: 4.6I, 4.7C, 4.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 4.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *A Day That Changed*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 4.6I, 4.7C, 4.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 4.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *The Roads Between Us*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

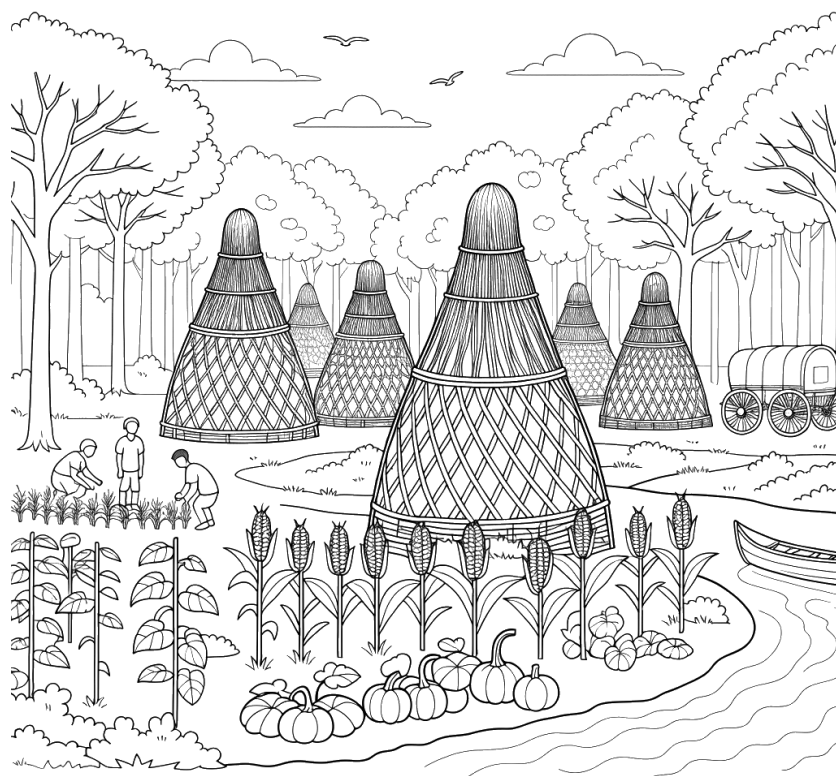
TEKS Connection: 4.6I, 4.7C, 4.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 4.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *What Shapes a Society?*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 4.6I, 4.7C, 4.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 4.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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TEKS SECTION

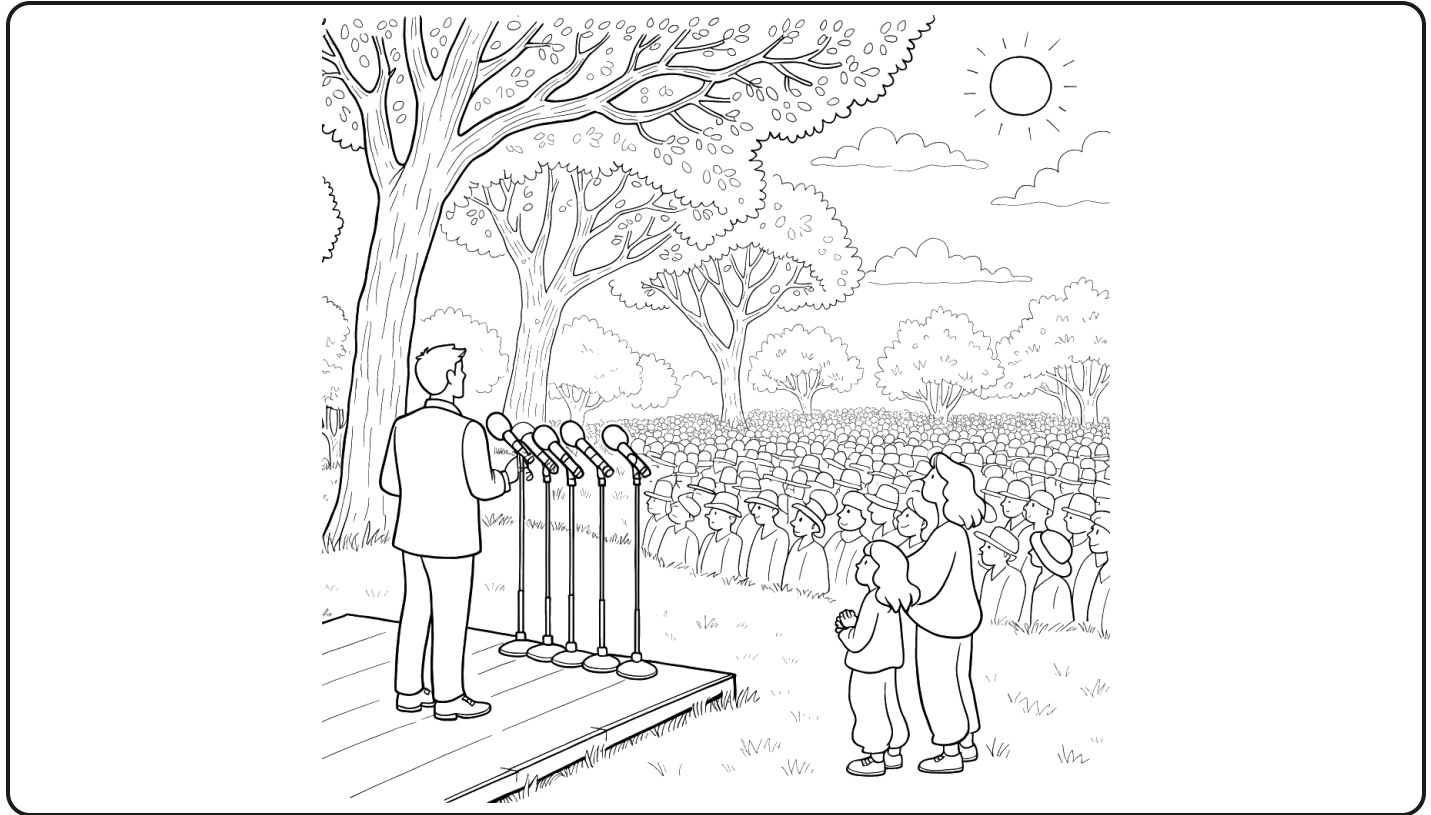
TEKS 4.7(C)

Use text evidence to support an appropriate response.

Activity	Passage (Cluster)	Page
Find the Missing Detail	Dream (Prepare)	78
Find the Missing Detail	A Promise Written Long Ago (Cluster 1)	79
Find the Missing Detail	The Energy We Use Everyday (Cluster 2)	80
Find the Missing Detail	A Lone Star Choice (Cluster 3)	81
Find the Missing Detail	The Wealth of Mansa Musa (Cluster 4)	82
Find the Missing Detail	Looking Back to Move Forward (Cluster 5)	83
Find the Missing Detail	A Day That Changed (Cluster 6)	84
Find the Missing Detail	The Roads Between Us (Cluster 7)	85
Find the Missing Detail	What Shapes a Society? (Cluster 8)	86
Color the Evidence	Dream (Prepare)	87
Color the Evidence	A Promise Written Long Ago (Cluster 1)	88
Color the Evidence	The Energy We Use Everyday (Cluster 2)	89
Color the Evidence	A Lone Star Choice (Cluster 3)	90
Color the Evidence	The Wealth of Mansa Musa (Cluster 4)	91
Color the Evidence	Looking Back to Move Forward (Cluster 5)	92
Color the Evidence	A Day That Changed (Cluster 6)	93
Color the Evidence	The Roads Between Us (Cluster 7)	94
Color the Evidence	What Shapes a Society? (Cluster 8)	95
Compare Two Pictures	Dream (Prepare)	96
Compare Two Pictures	A Promise Written Long Ago (Cluster 1)	97
Compare Two Pictures	The Energy We Use Everyday (Cluster 2)	98
Compare Two Pictures	A Lone Star Choice (Cluster 3)	99
Compare Two Pictures	The Wealth of Mansa Musa (Cluster 4)	100
Compare Two Pictures	Looking Back to Move Forward (Cluster 5)	101
Compare Two Pictures	A Day That Changed (Cluster 6)	102
Compare Two Pictures	The Roads Between Us (Cluster 7)	103
Compare Two Pictures	What Shapes a Society? (Cluster 8)	104

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *Dream*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

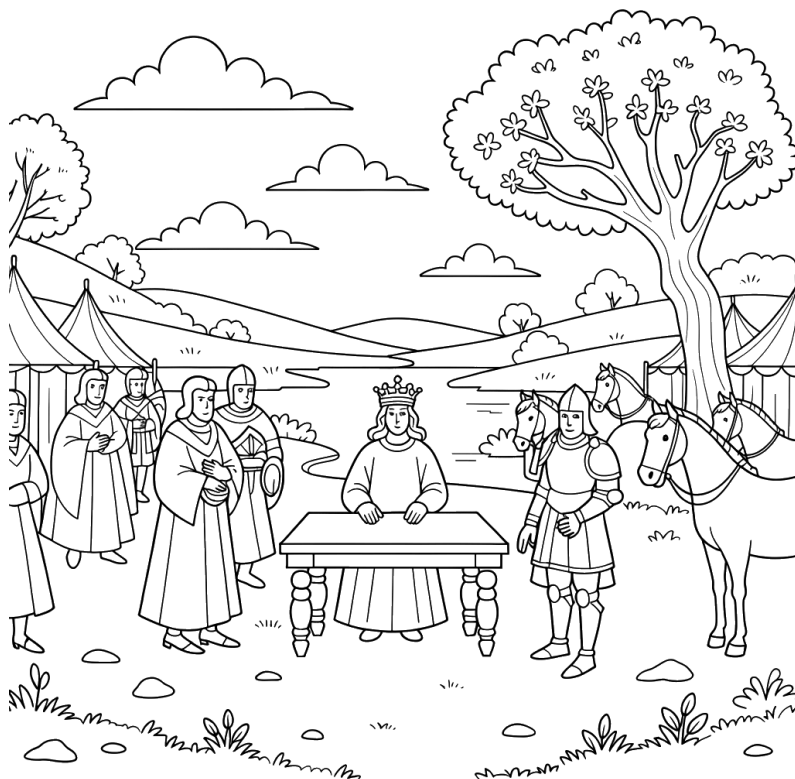
TEKS Connection: 4.7C, 4.7E, 4.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *A Promise Written Long Ago*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 4.7C, 4.7E, 4.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 4.7(C): Use text evidence to support an appropriate response.

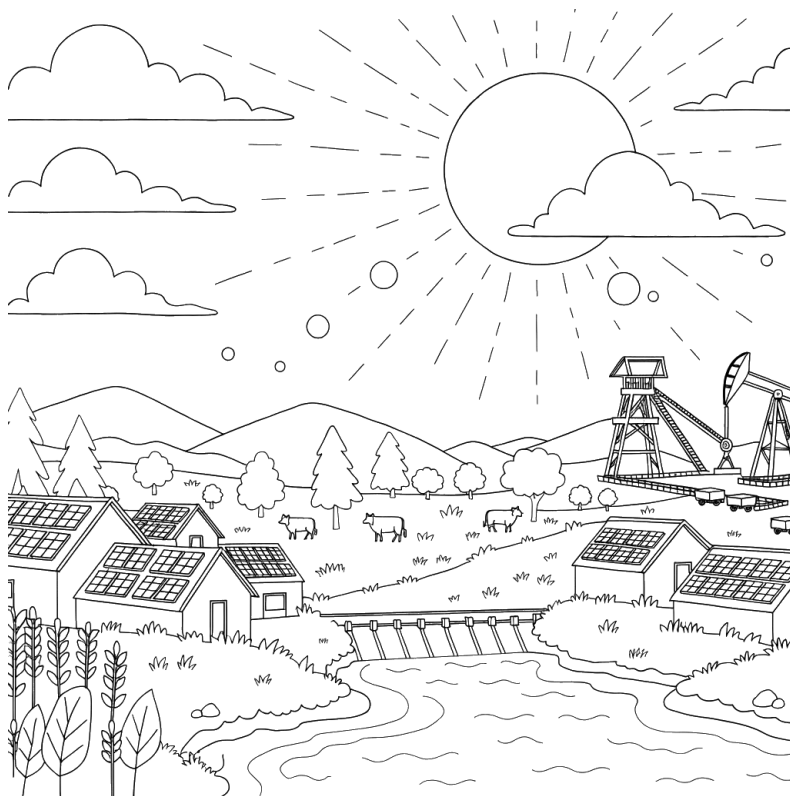
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *The Energy We Use Everyday*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

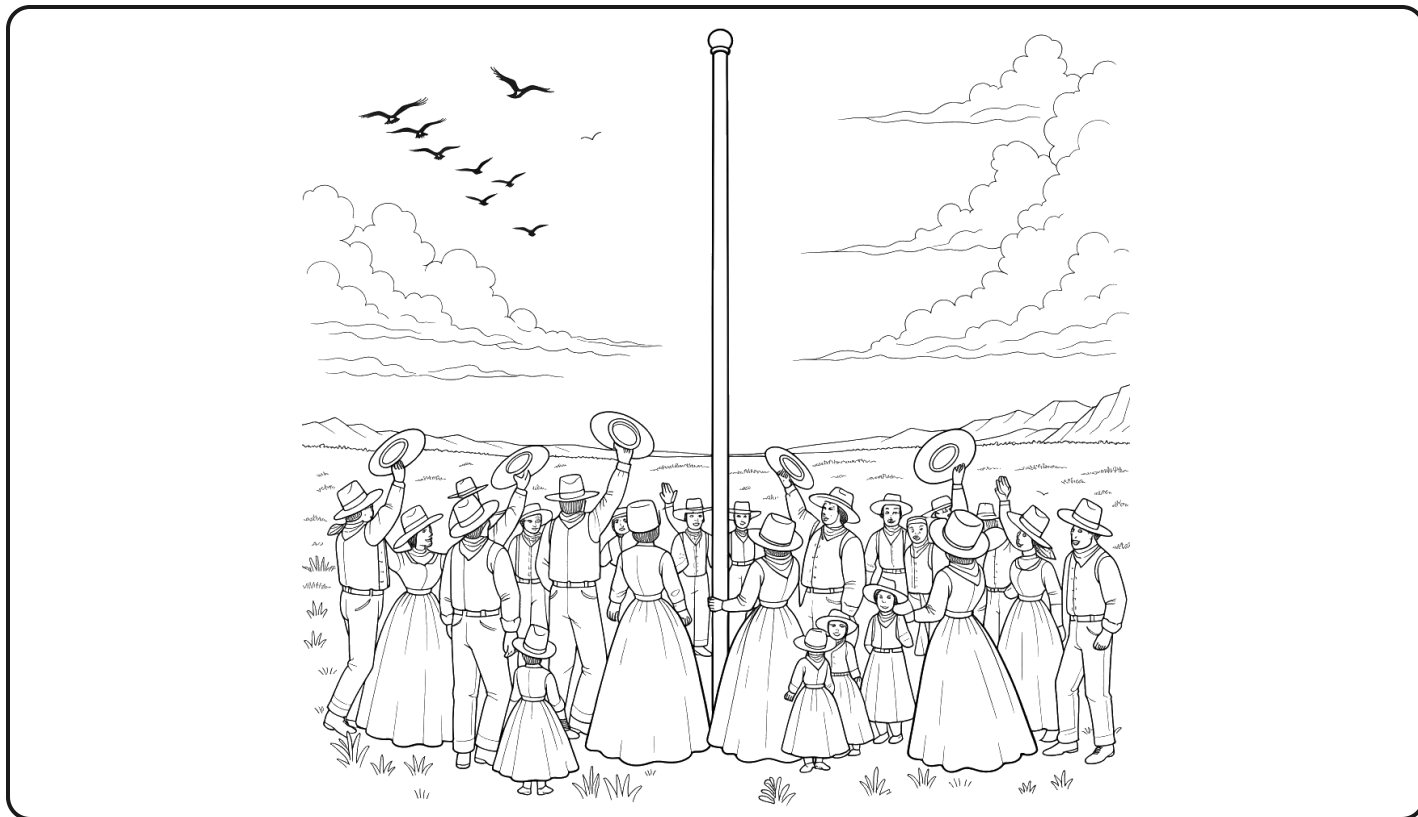
TEKS Connection: 4.7C, 4.7E, 4.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *A Lone Star Choice*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 4.7C, 4.7E, 4.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 4.7(C): Use text evidence to support an appropriate response.

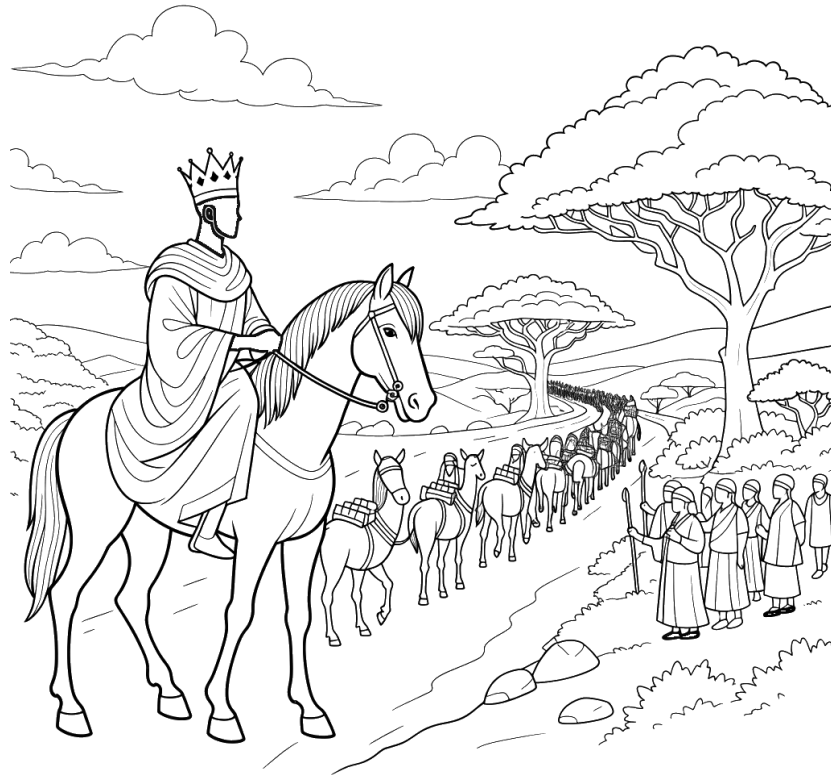
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *The Wealth of Mansa Musa*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 4.7C, 4.7E, 4.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *Looking Back to Move Forward*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 4.7C, 4.7E, 4.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *A Day That Changed*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

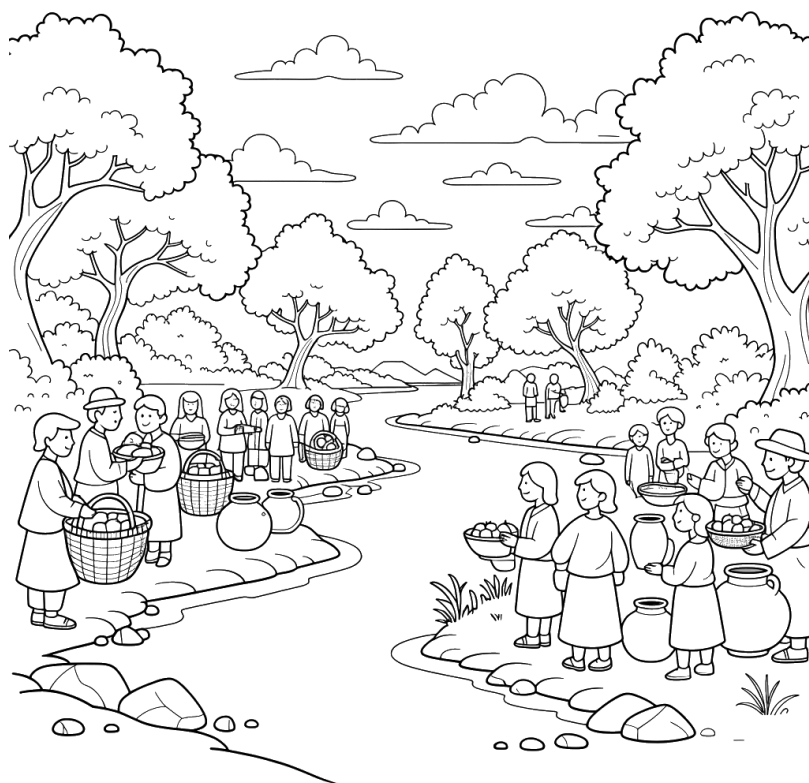
TEKS Connection: 4.7C, 4.7E, 4.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *The Roads Between Us*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

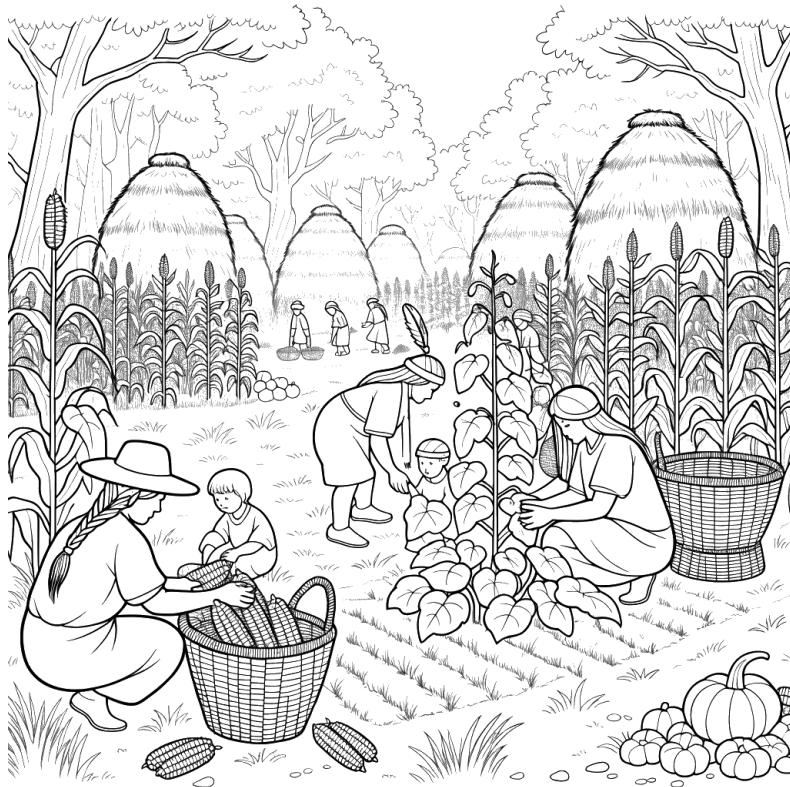
TEKS Connection: 4.7C, 4.7E, 4.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *What Shapes a Society?*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

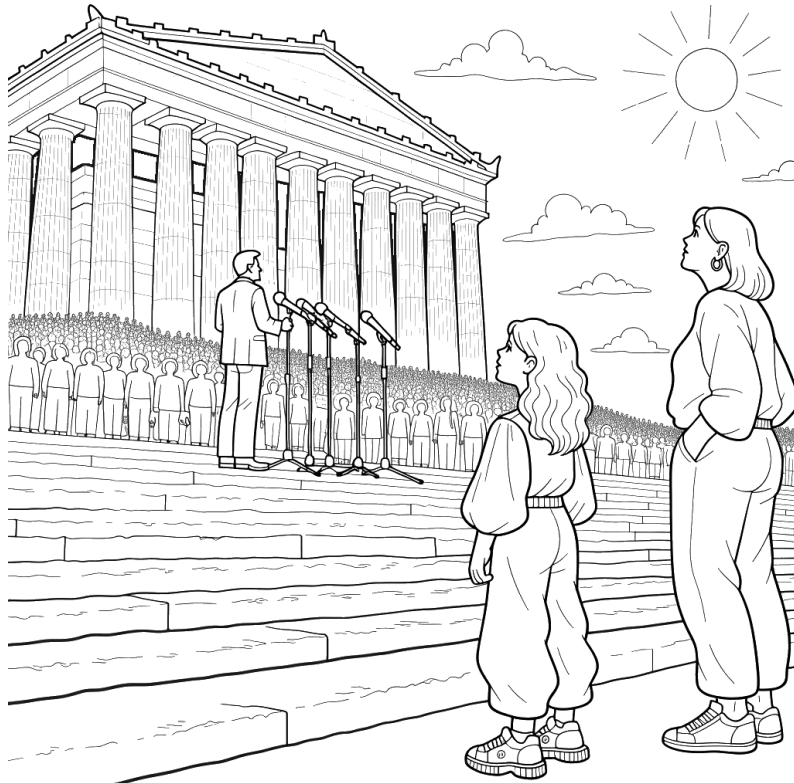
TEKS Connection: 4.7C, 4.7E, 4.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *Dream*. Color ONLY the details that show what the day felt like for the narrator.
2. Leave the building and the ground uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

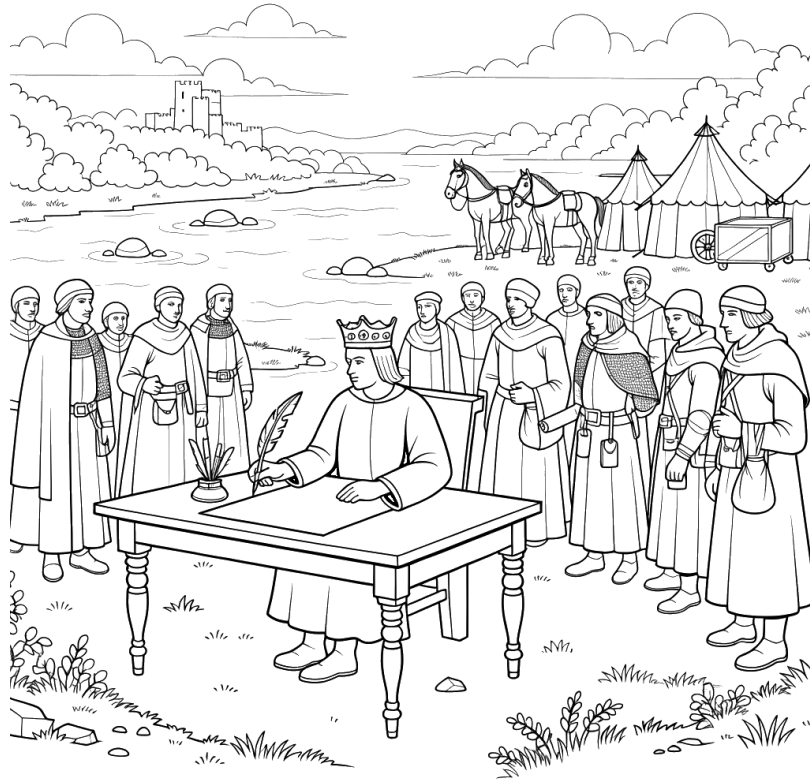
TEKS Connection: 4.7C, 4.7E, 4.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *A Promise Written Long Ago*. Color ONLY the details that show the king was made to follow rules.
2. Leave the tents, the horses, and the sky uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 4.7C, 4.7E, 4.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 4.7(C): Use text evidence to support an appropriate response.

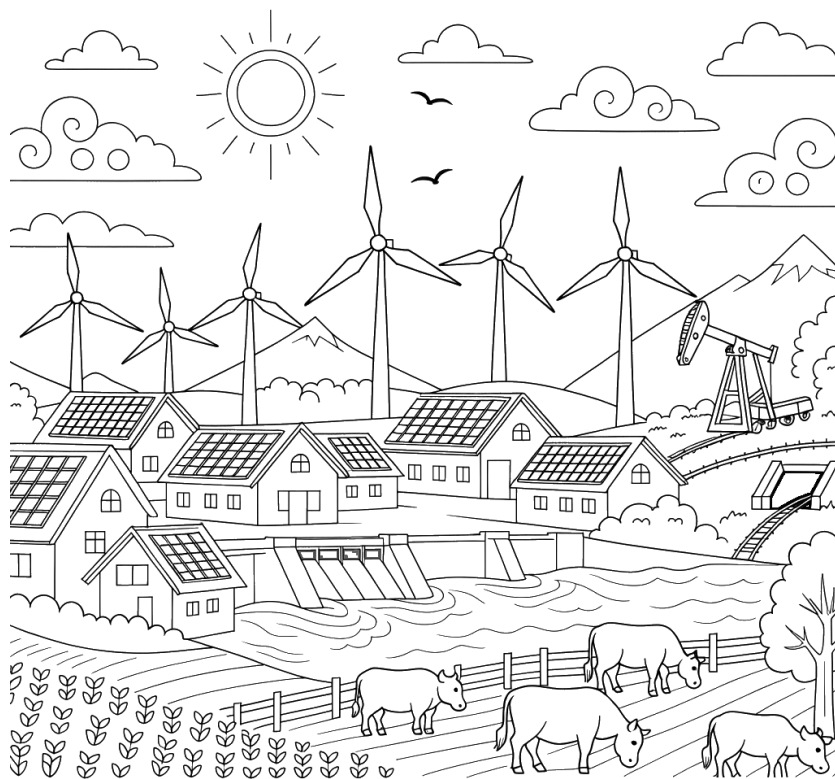
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Color the Evidence

1. Reread *The Energy We Use Everyday*. Color **ONLY** the renewable resources.
2. Leave the oil pump and the coal mine uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

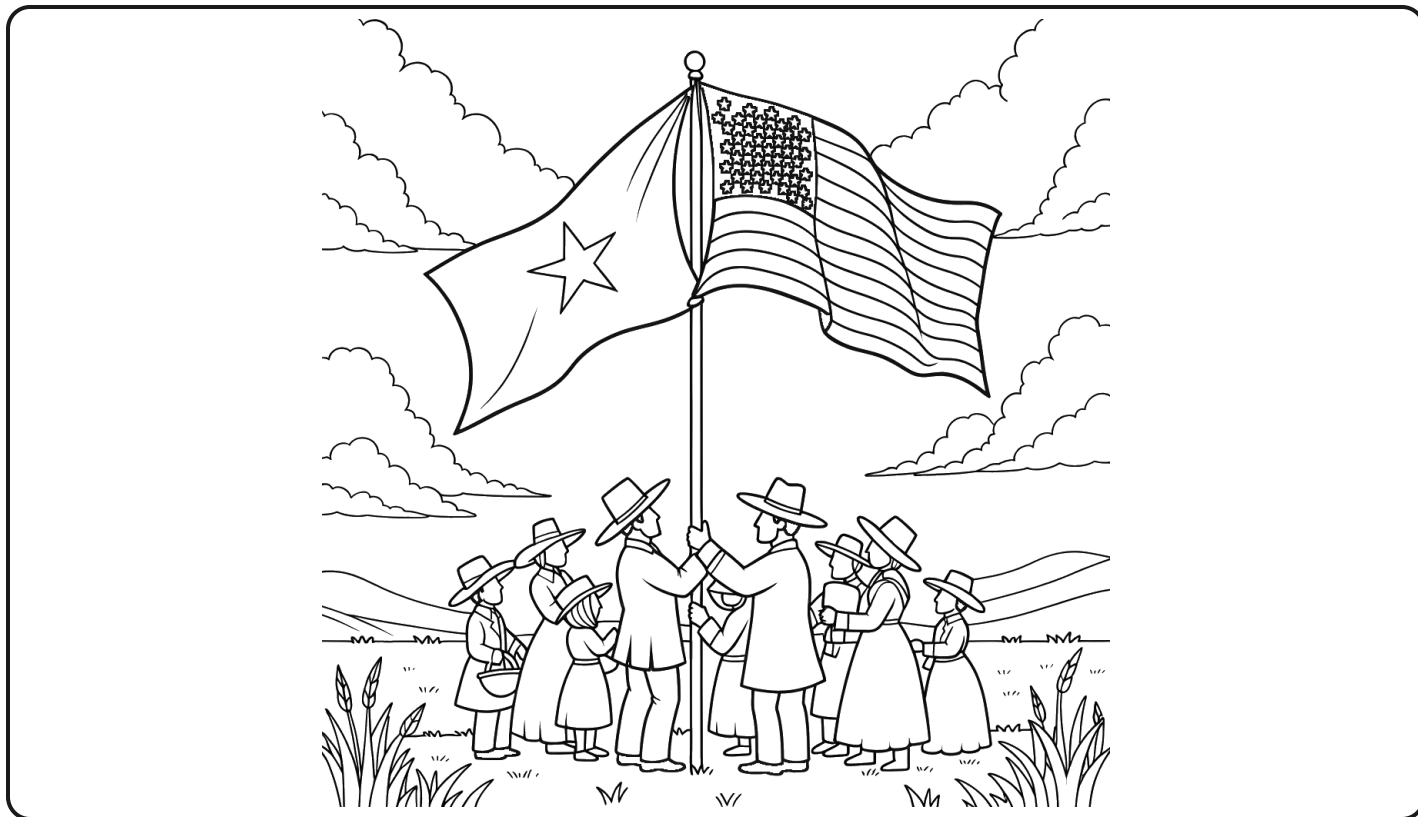
TEKS Connection: 4.7C, 4.7E, 4.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *A Lone Star Choice*. Color **ONLY** the details that show Texas joining the United States.
2. Leave the grass and the sky uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 4.7C, 4.7E, 4.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 4.7(C): Use text evidence to support an appropriate response.

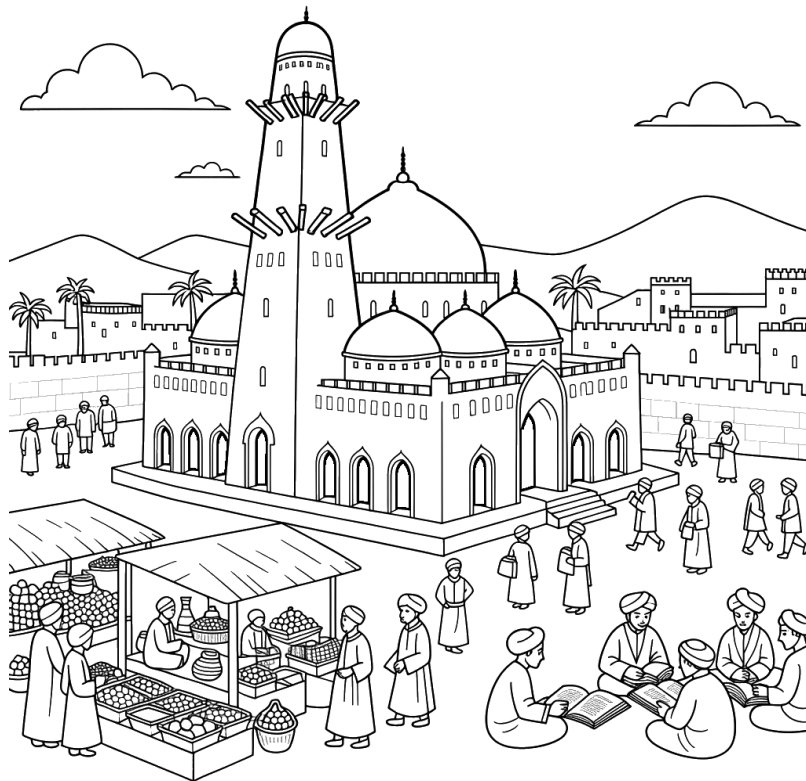
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



Color the Evidence

1. Reread *The Wealth of Mansa Musa*. Color ONLY the details that show why Timbuktu became important.
2. Leave the sky and the ground uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

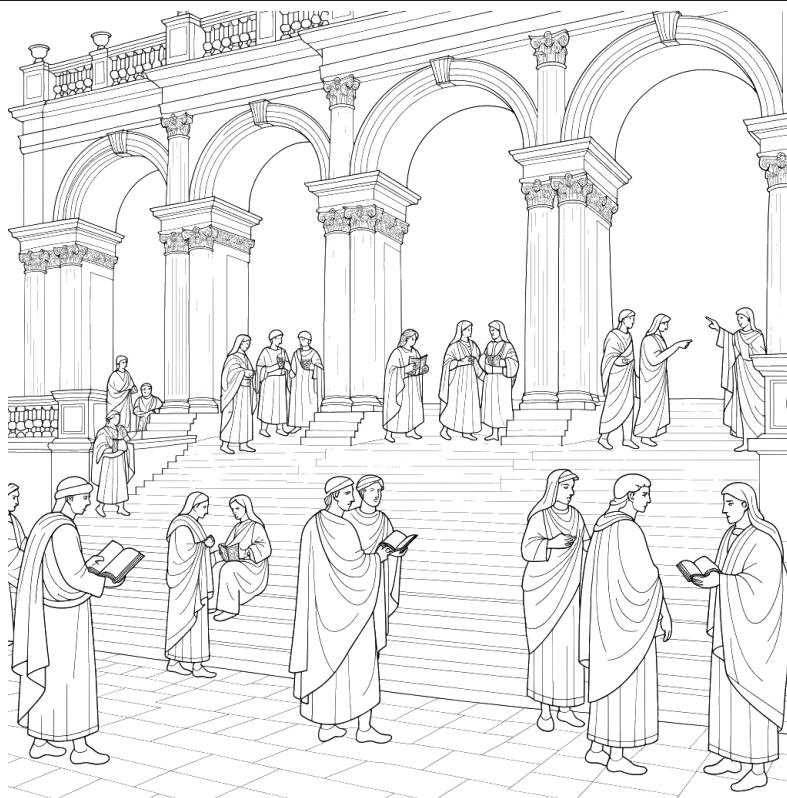
TEKS Connection: 4.7C, 4.7E, 4.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *Looking Back to Move Forward*. Color ONLY the people doing the things Ava noticed in the painting.
2. Leave the building and the steps uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 4.7C, 4.7E, 4.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Color the Evidence

1. Reread *A Day That Changed*. Color ONLY the details that show the weather changing.
2. Leave the students and the grass uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 4.7C, 4.7E, 4.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____



Color the Evidence

1. Reread *The Roads Between Us*. Color ONLY the things that travel to meet a need.
2. Leave the trees and the water uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 4.7C, 4.7E, 4.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 4.7(C): Use text evidence to support an appropriate response.

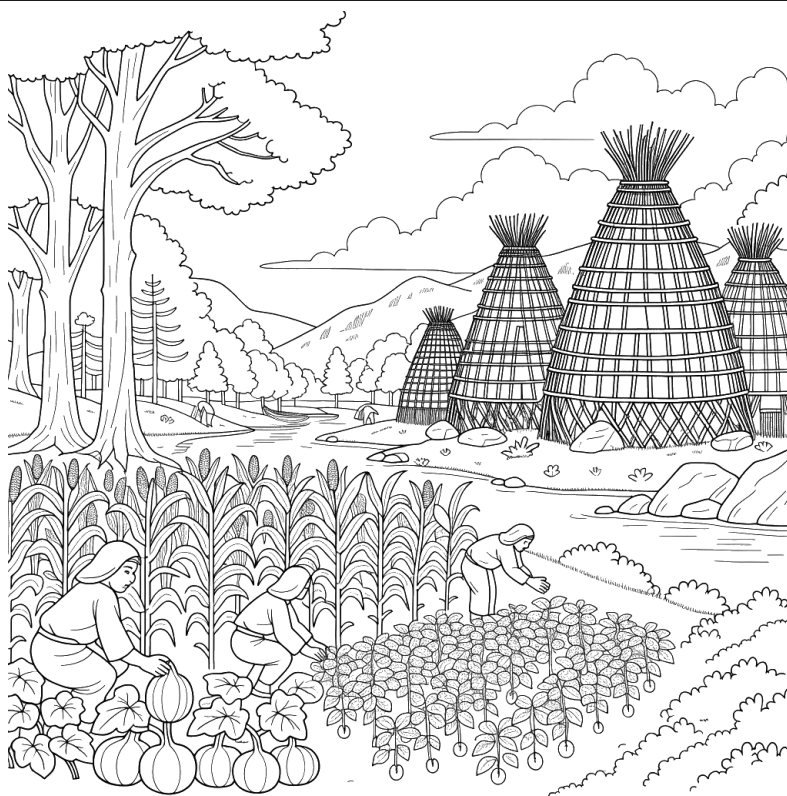
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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



Color the Evidence

1. Reread *What Shapes a Society?*. Color **ONLY** the resources that supported Caddo daily life.
2. Leave the sky and the people uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 4.7C, 4.7E, 4.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

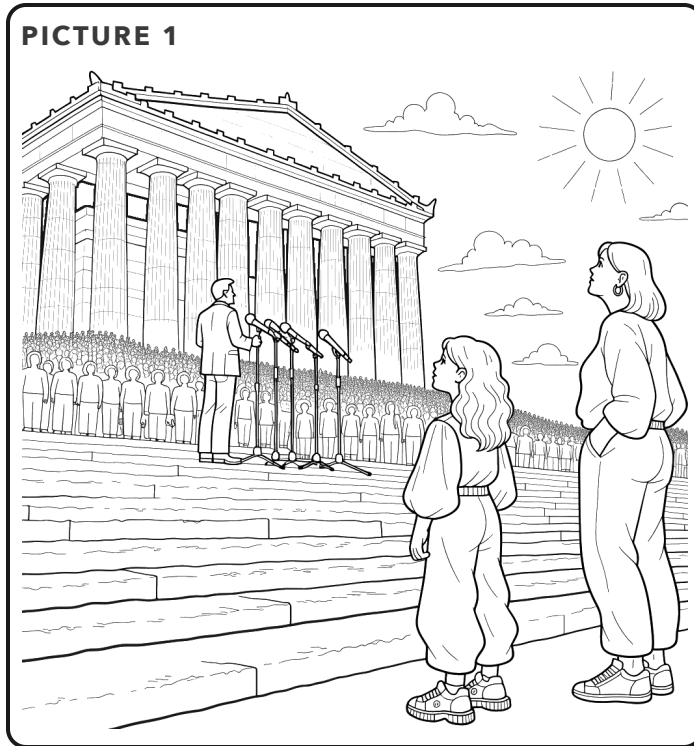
TEKS 4.7(C): Use text evidence to support an appropriate response.

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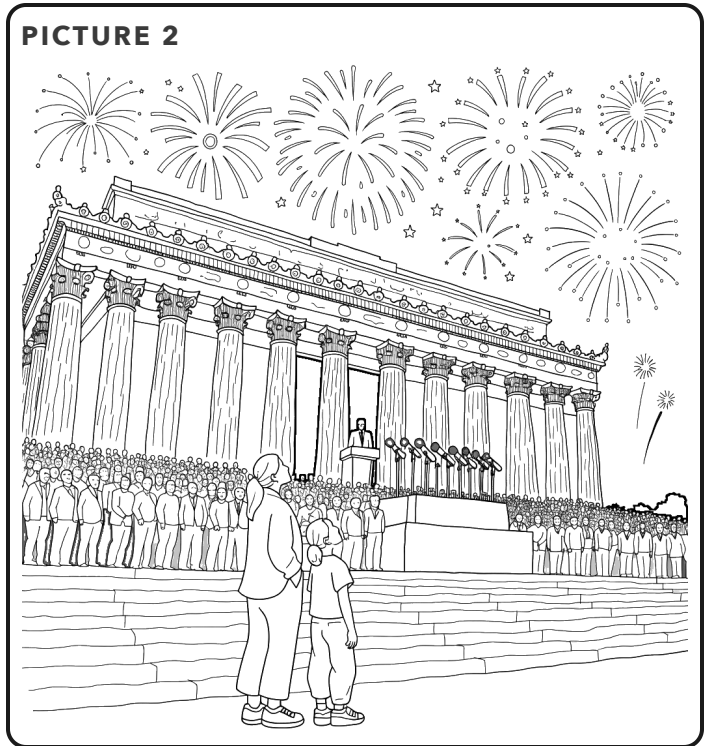
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *Dream*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 4.7C, 4.7E, 4.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

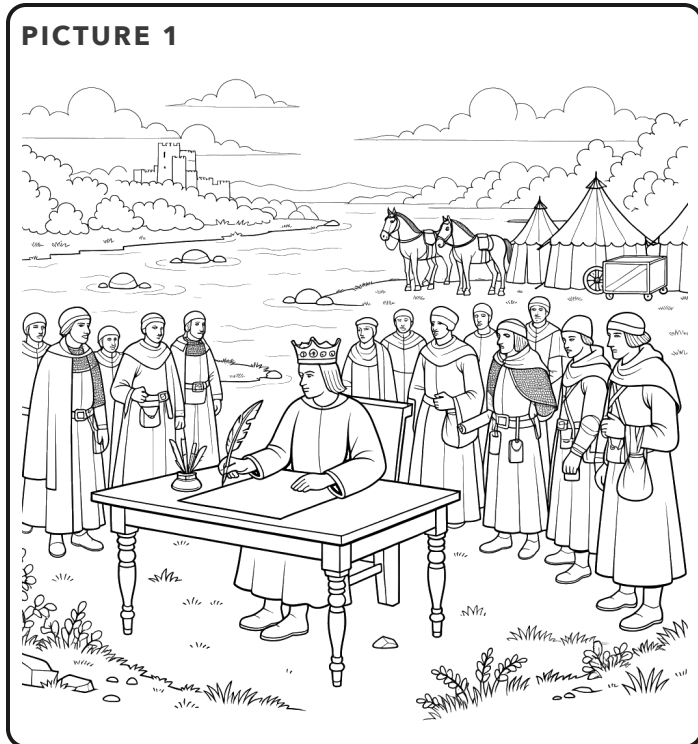
TEKS 4.7(C): Use text evidence to support an appropriate response.

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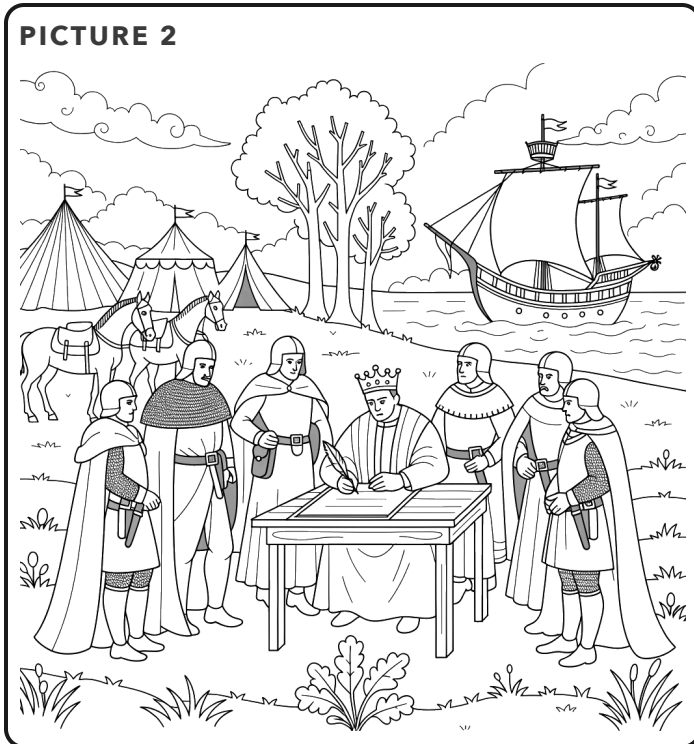
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *A Promise Written Long Ago*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 4.7C, 4.7E, 4.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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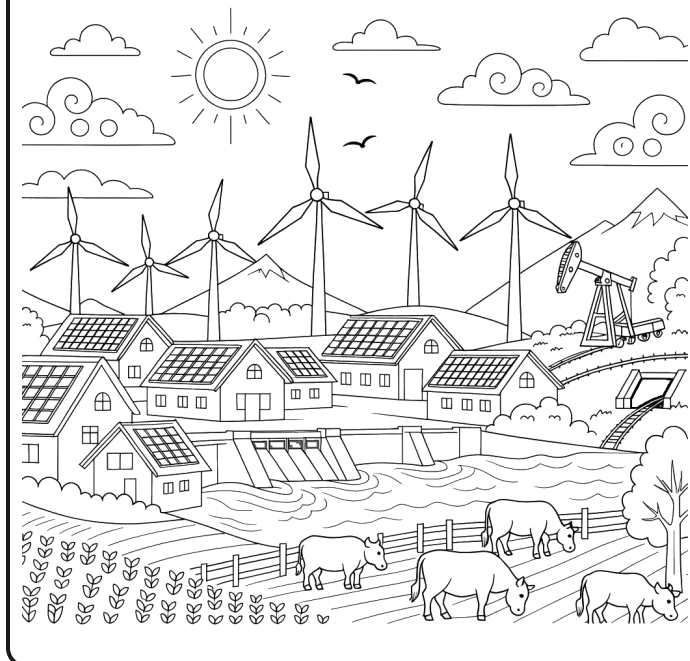
Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

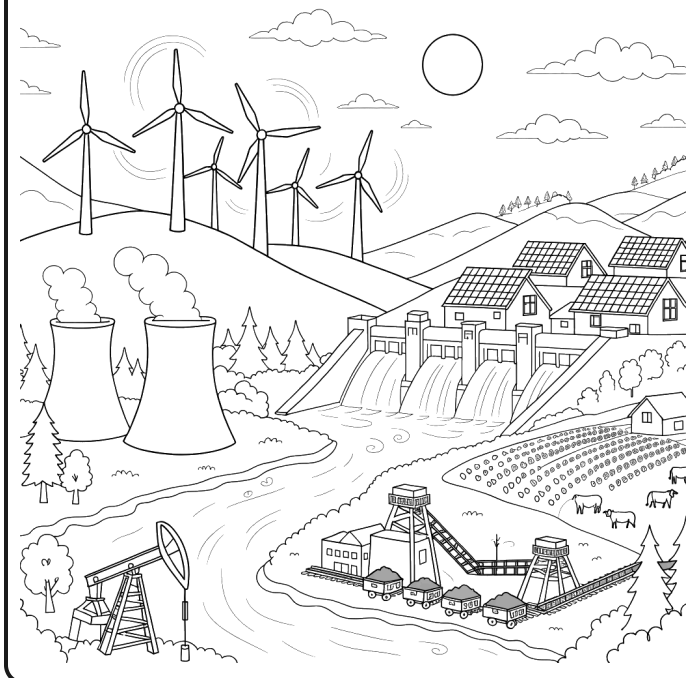
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *The Energy We Use Everyday*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 4.7C, 4.7E, 4.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

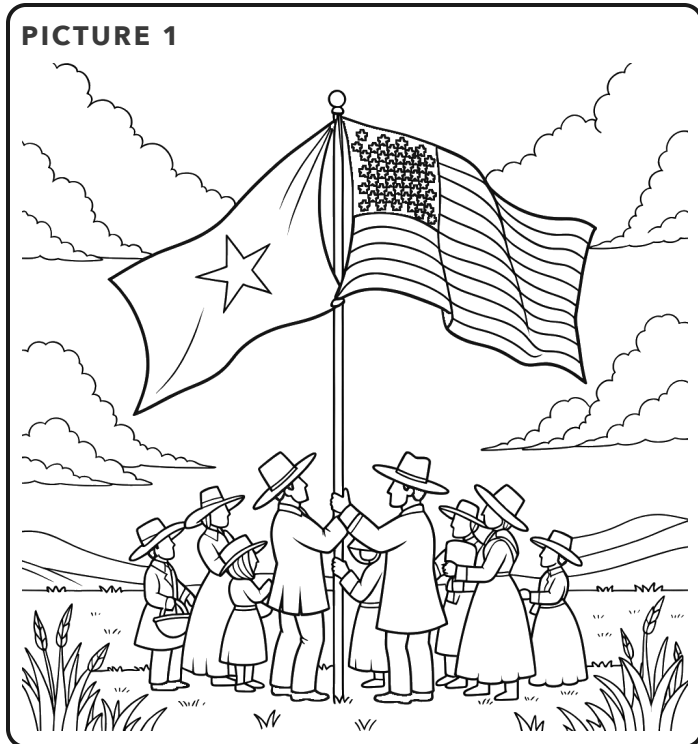
TEKS 4.7(C): Use text evidence to support an appropriate response.

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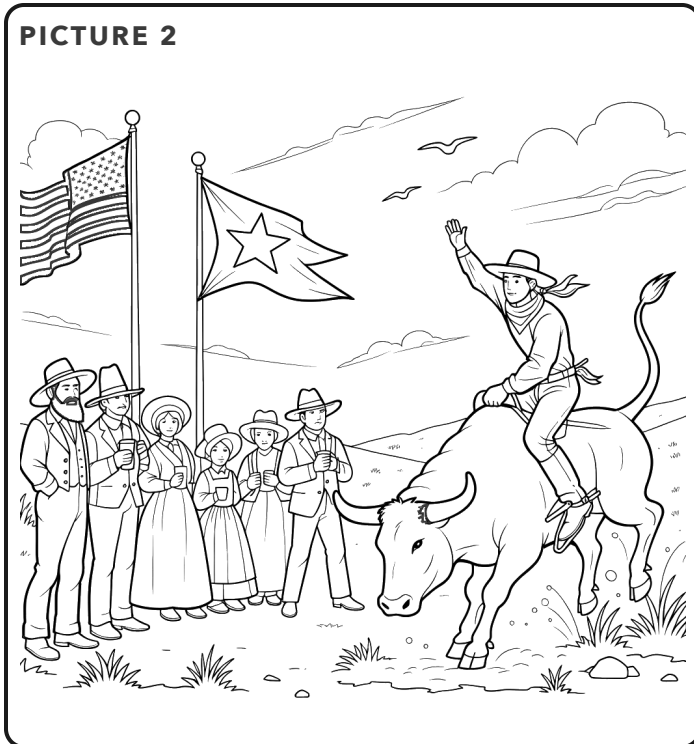
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *A Lone Star Choice*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 4.7C, 4.7E, 4.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

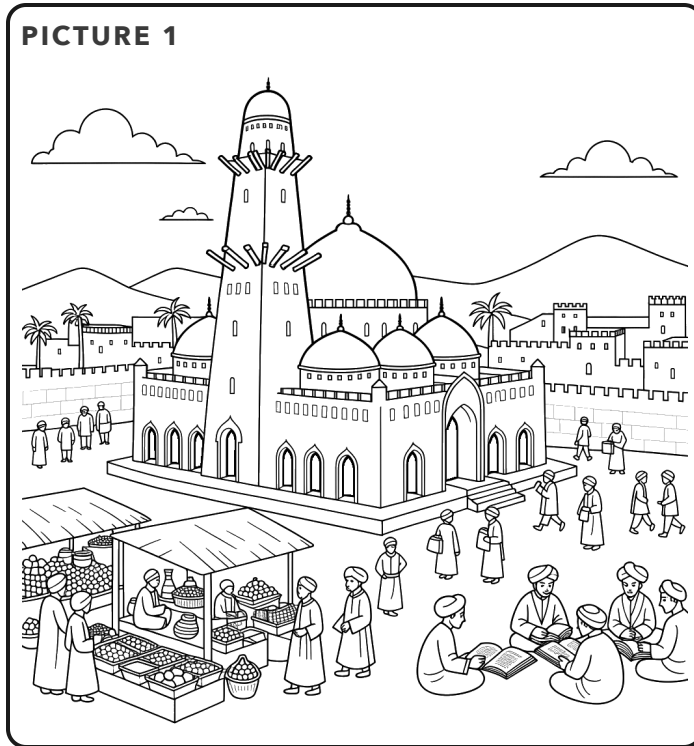
TEKS 4.7(C): Use text evidence to support an appropriate response.

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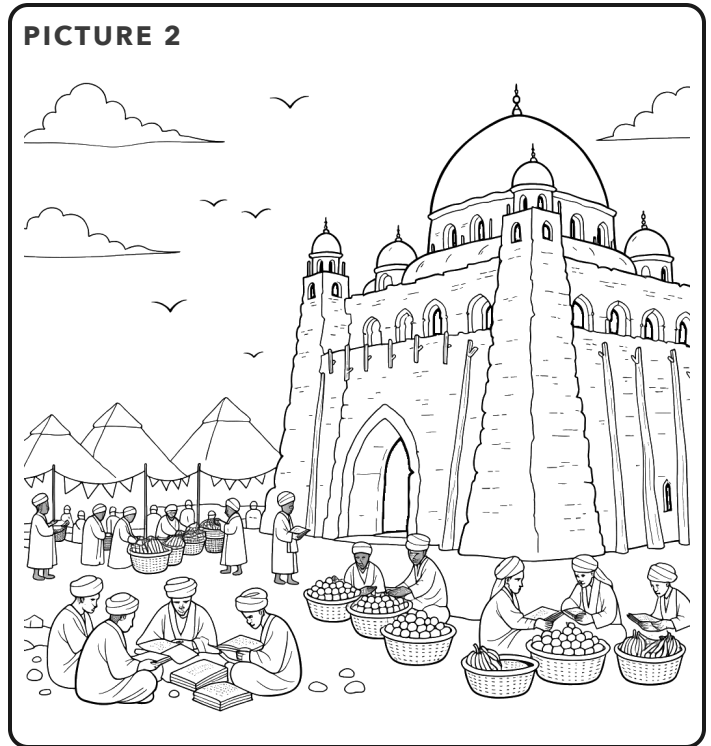
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *The Wealth of Mansa Musa*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 4.7C, 4.7E, 4.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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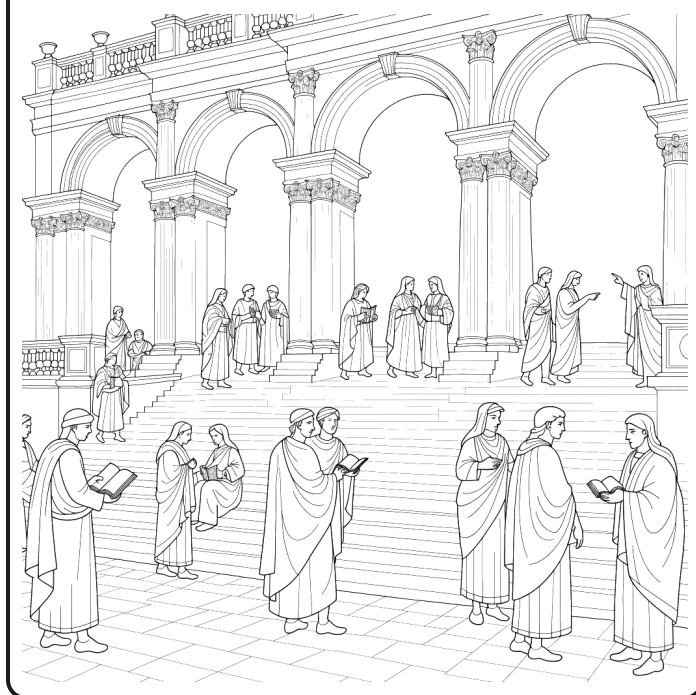
Coloring with Purpose

Grade 4 • Cluster 5
Looking Back to Move Forward

Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *Looking Back to Move Forward*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 4.7C, 4.7E, 4.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *A Day That Changed*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 4.7C, 4.7E, 4.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

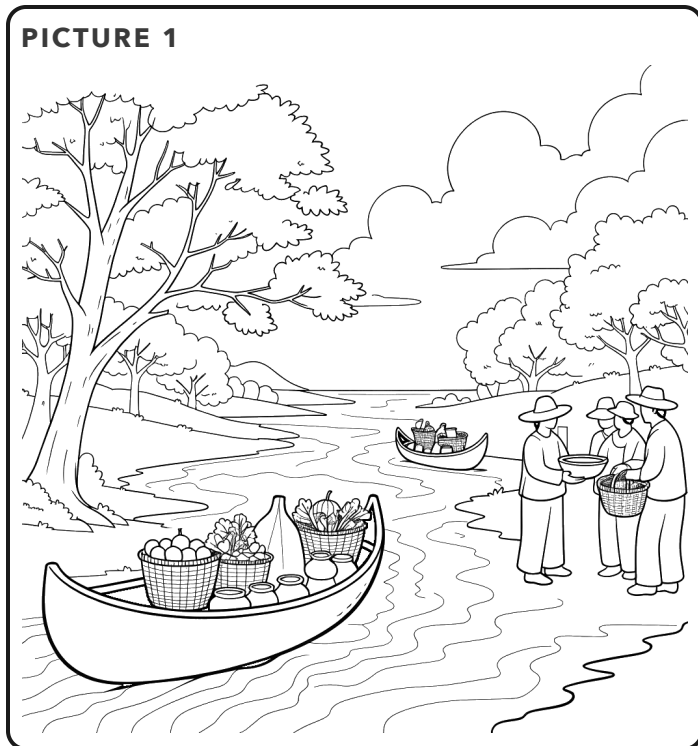
TEKS 4.7(C): Use text evidence to support an appropriate response.

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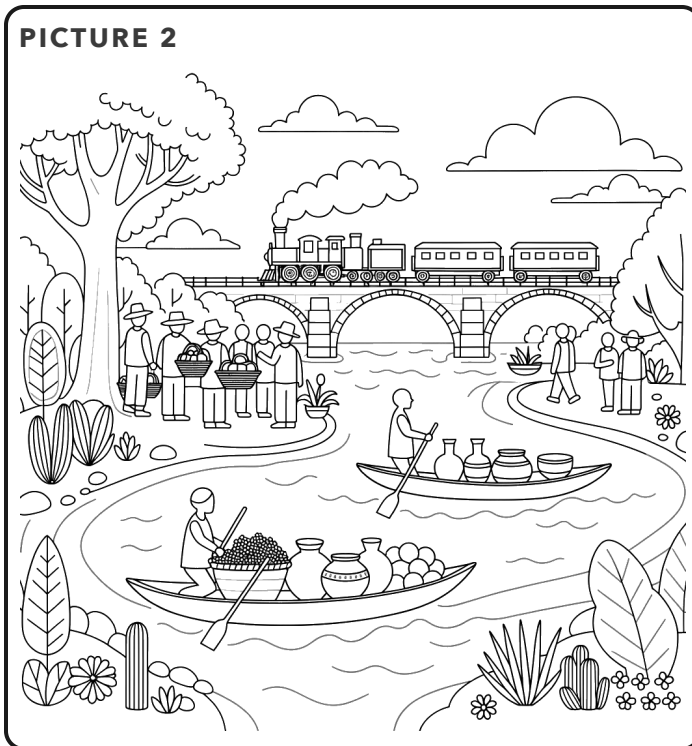
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *The Roads Between Us*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 4.7C, 4.7E, 4.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

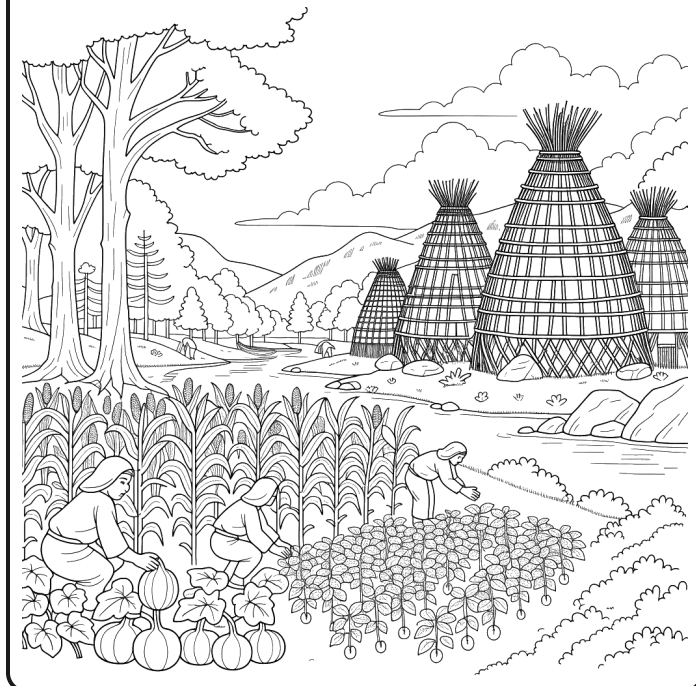
TEKS 4.7(C): Use text evidence to support an appropriate response.

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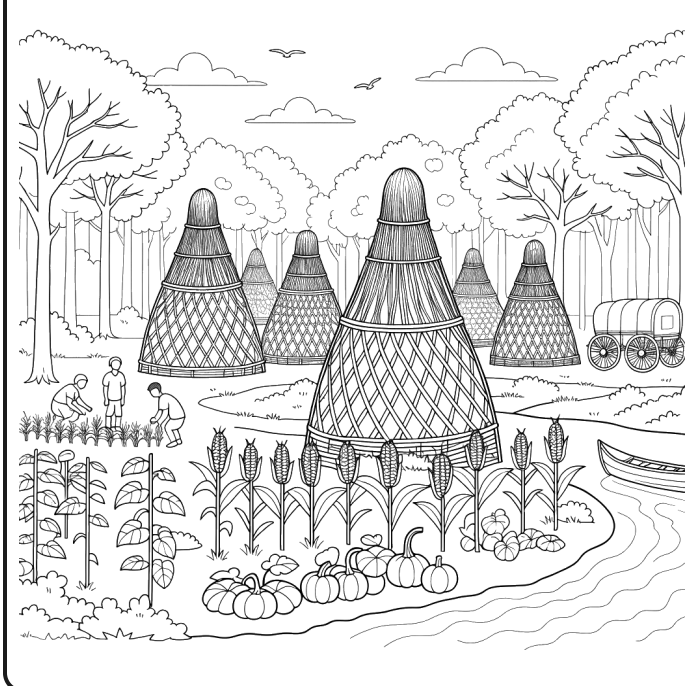
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *What Shapes a Society?*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 4.7C, 4.7E, 4.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 4.7(C): Use text evidence to support an appropriate response.

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TEKS SECTION

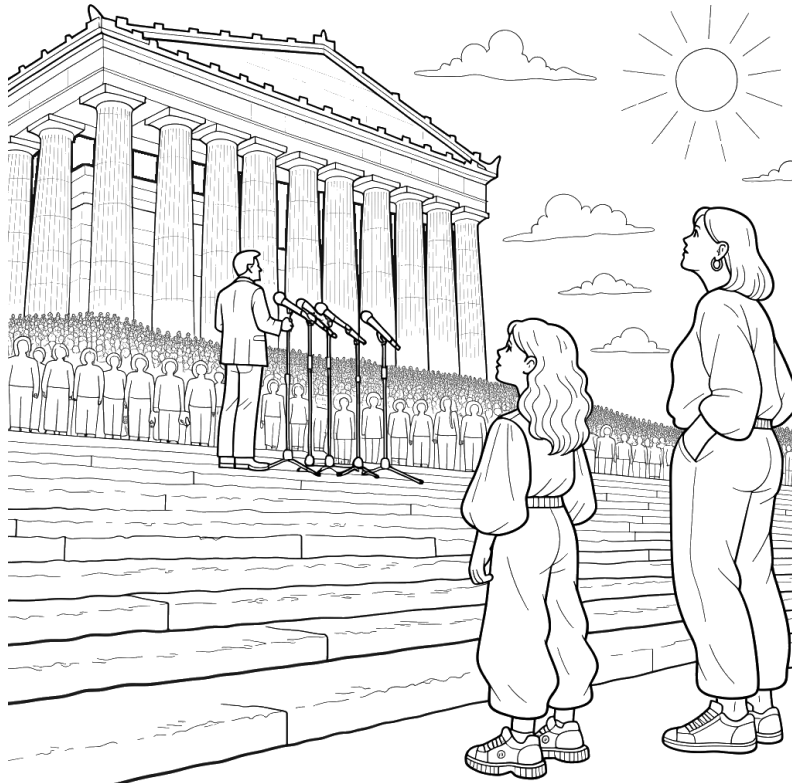
TEKS 4.7(D)

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Activity	Passage (Cluster)	Page
Paraphrase the Picture	Dream (Prepare)	106
Paraphrase the Picture	A Promise Written Long Ago (Cluster 1)	107
Paraphrase the Picture	The Energy We Use Everyday (Cluster 2)	108
Paraphrase the Picture	A Lone Star Choice (Cluster 3)	109
Paraphrase the Picture	The Wealth of Mansa Musa (Cluster 4)	110
Paraphrase the Picture	Looking Back to Move Forward (Cluster 5)	111
Paraphrase the Picture	A Day That Changed (Cluster 6)	112
Paraphrase the Picture	The Roads Between Us (Cluster 7)	113
Paraphrase the Picture	What Shapes a Society? (Cluster 8)	114
Sequence the Scene	A Promise Written Long Ago (Cluster 1)	115
Sequence the Scene	The Energy We Use Everyday (Cluster 2)	116
Sequence the Scene	A Lone Star Choice (Cluster 3)	117
Sequence the Scene	The Wealth of Mansa Musa (Cluster 4)	118
Sequence the Scene	The Roads Between Us (Cluster 7)	119
Sequence the Scene	What Shapes a Society? (Cluster 8)	120
Comic Strip Retell	Dream (Prepare)	121
Comic Strip Retell	A Promise Written Long Ago (Cluster 1)	122
Comic Strip Retell	The Energy We Use Everyday (Cluster 2)	123
Comic Strip Retell	A Lone Star Choice (Cluster 3)	124
Comic Strip Retell	The Wealth of Mansa Musa (Cluster 4)	125
Comic Strip Retell	Looking Back to Move Forward (Cluster 5)	126
Comic Strip Retell	A Day That Changed (Cluster 6)	127
Comic Strip Retell	The Roads Between Us (Cluster 7)	128
Comic Strip Retell	What Shapes a Society? (Cluster 8)	129

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *Dream* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

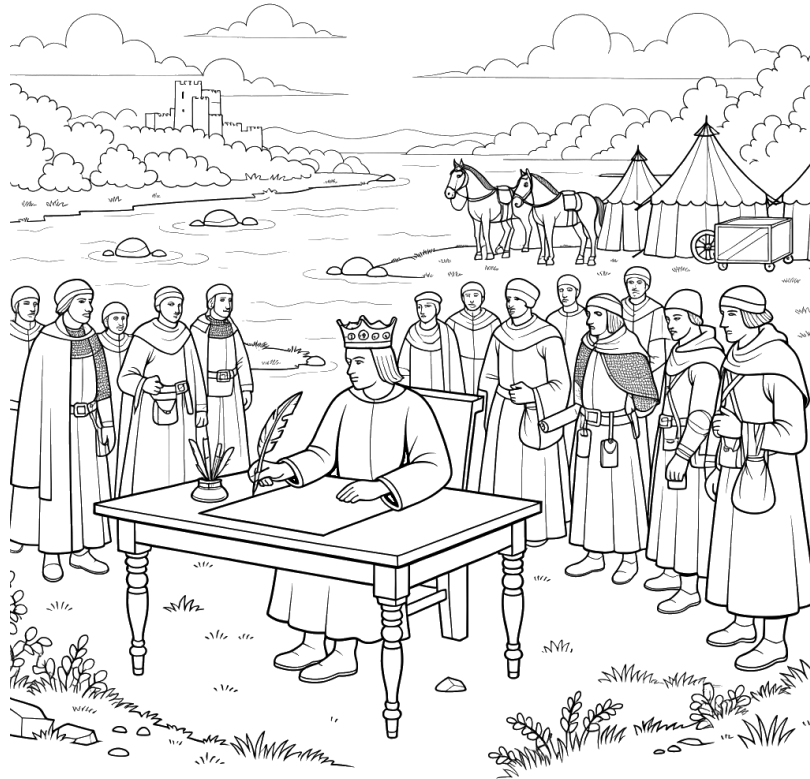
TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *A Promise Written Long Ago* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

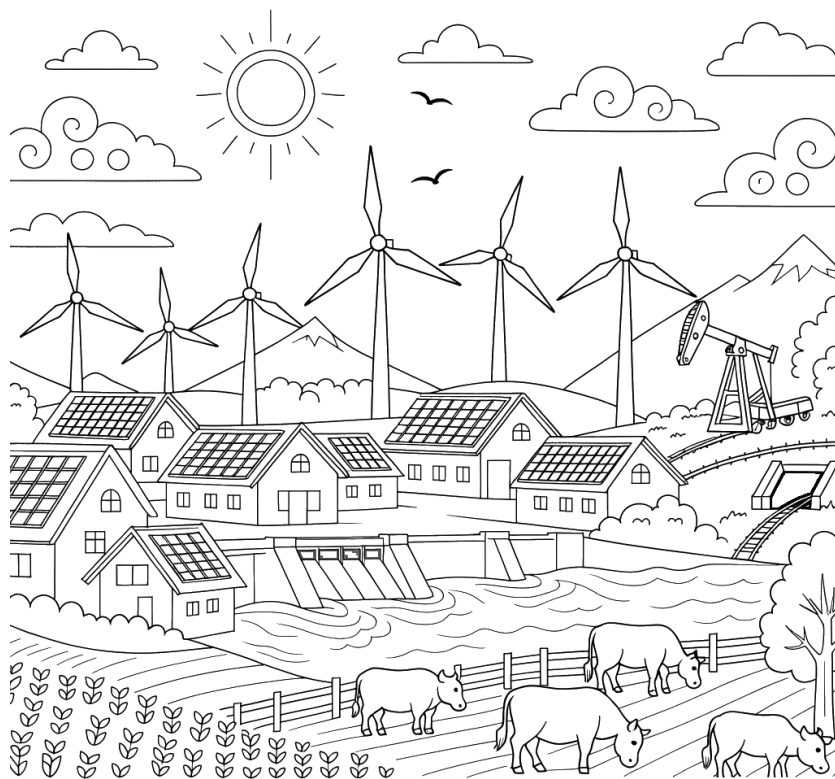
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *The Energy We Use Everyday* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

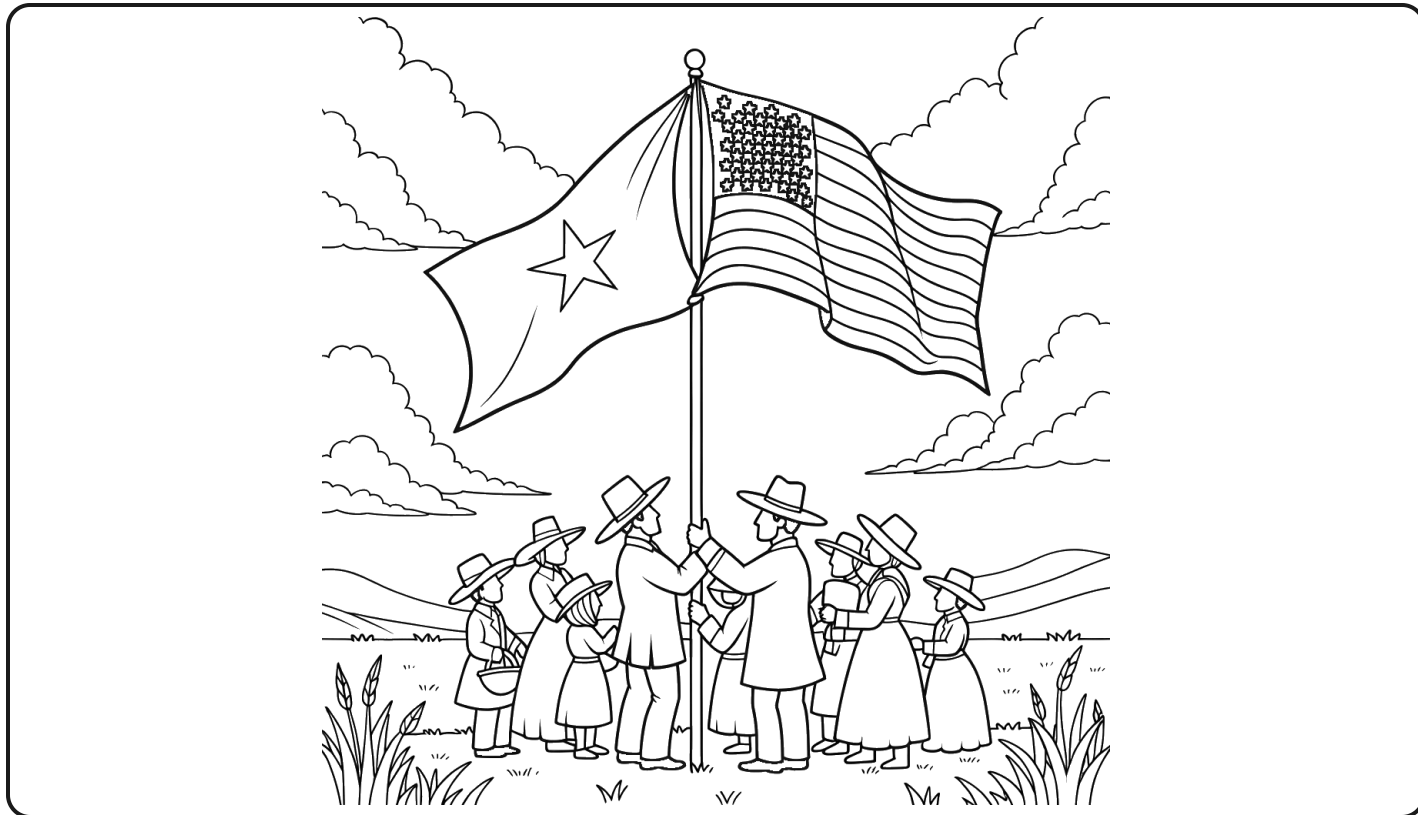
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Coloring with Purpose

Grade 4 • Cluster 3
A Lone Star Choice

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *A Lone Star Choice* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

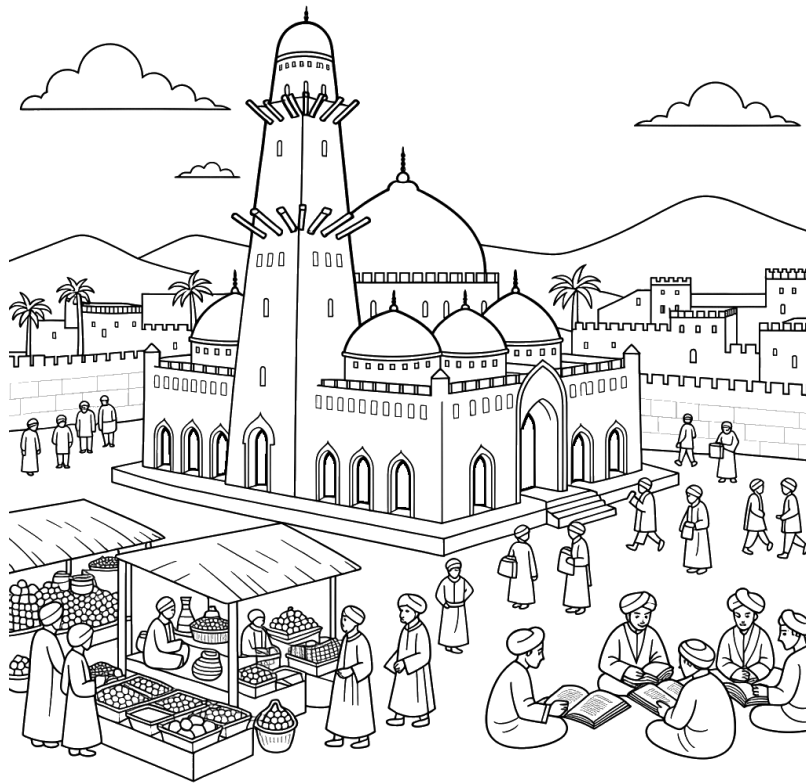
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *The Wealth of Mansa Musa* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

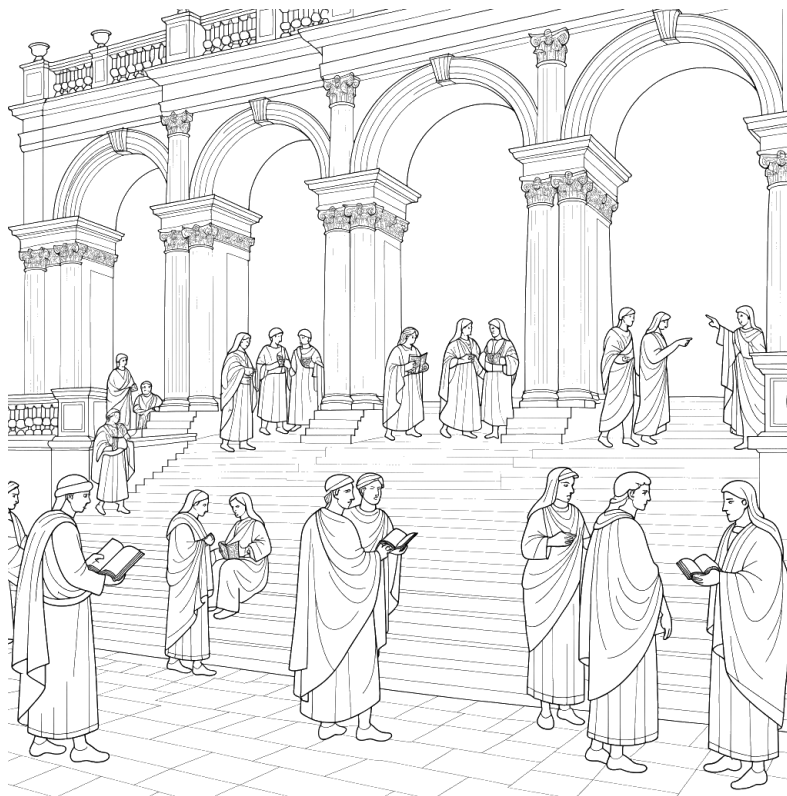
TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *Looking Back to Move Forward* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *A Day That Changed* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

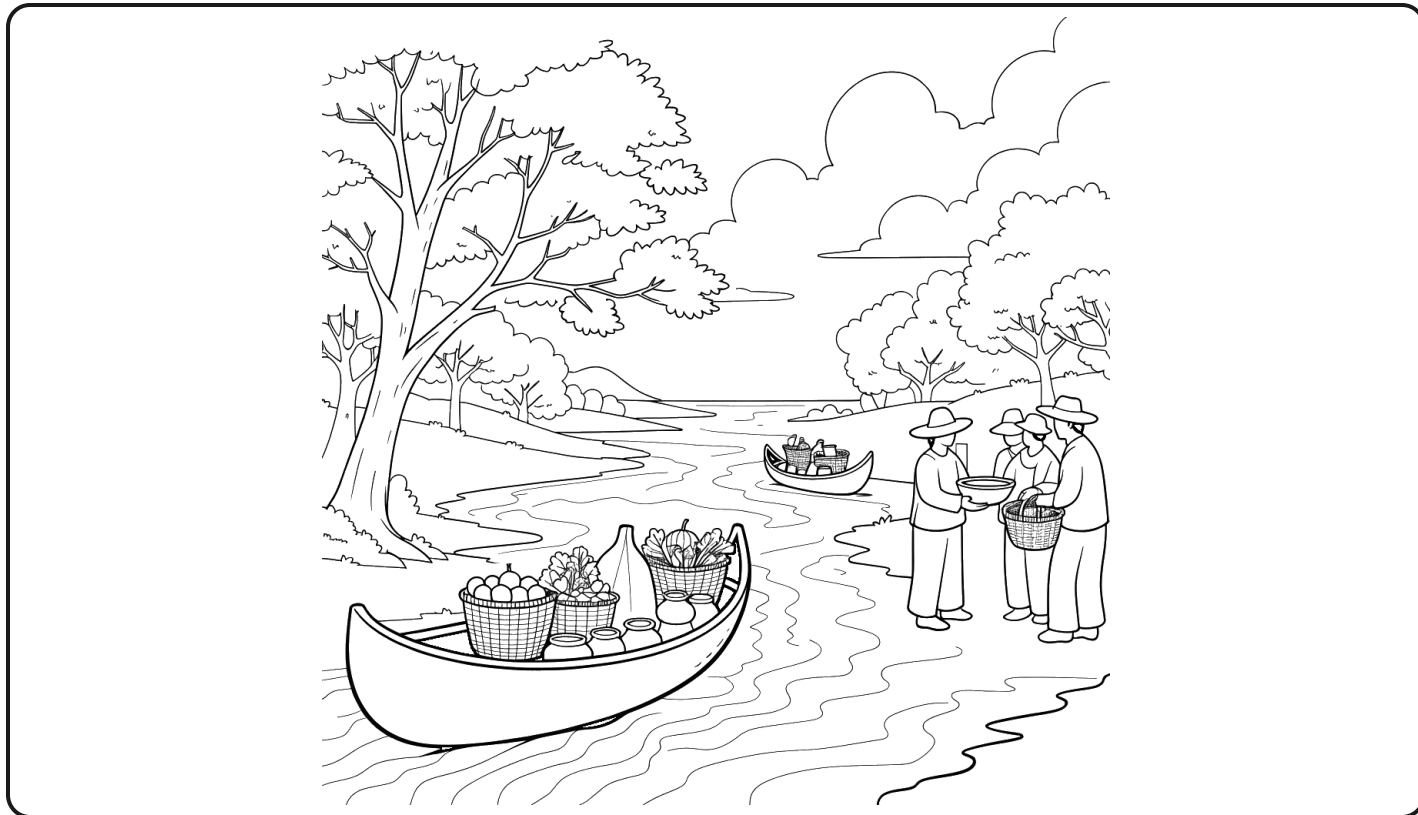
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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *The Roads Between Us* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *What Shapes a Society?* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

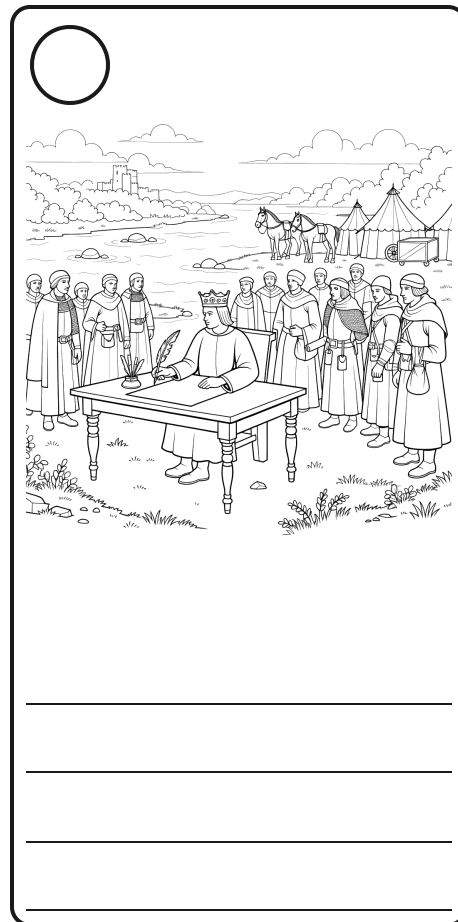
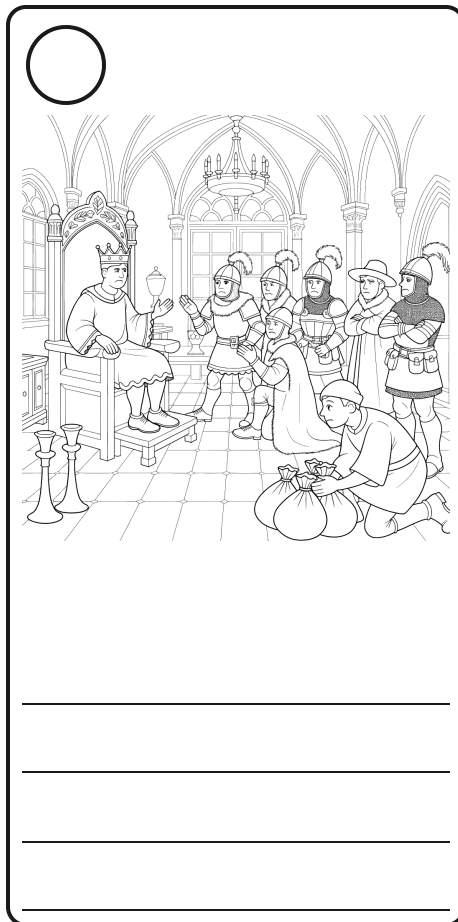
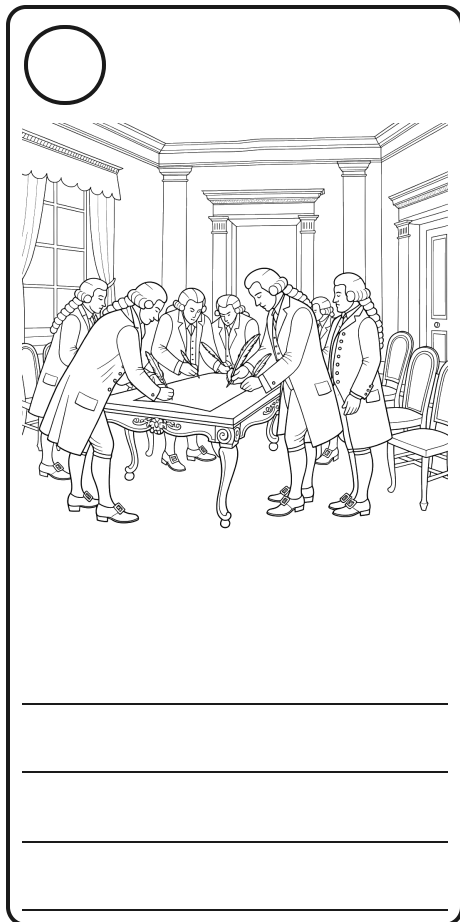
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Coloring with Purpose

Grade 4 • Cluster 1
A Promise Written Long Ago

Name: _____

Date: _____



Sequence the Scene

1. Reread *A Promise Written Long Ago*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 4.7D, 4.7C, 4.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

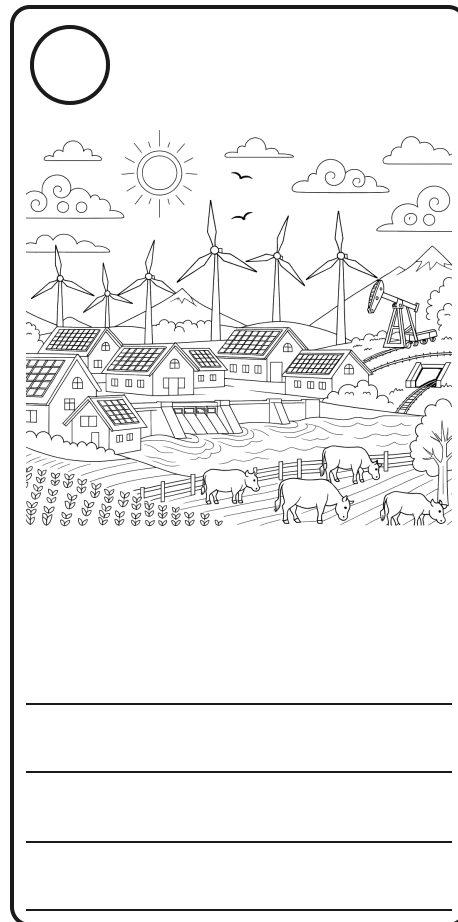
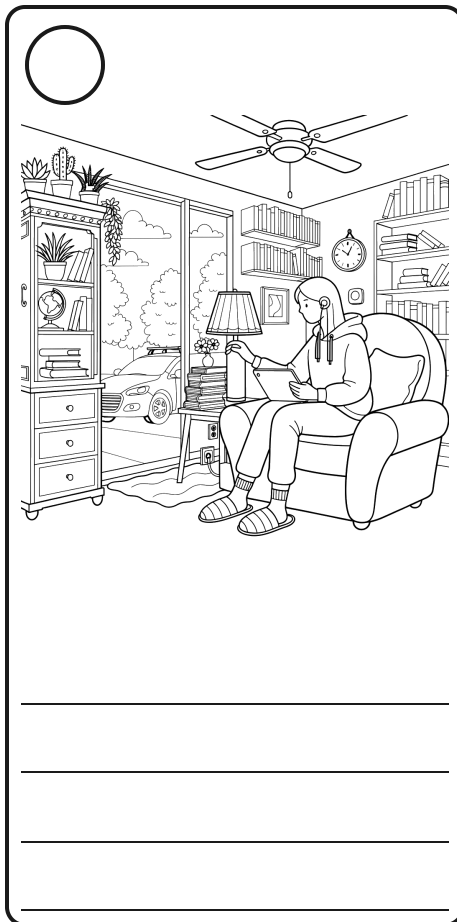
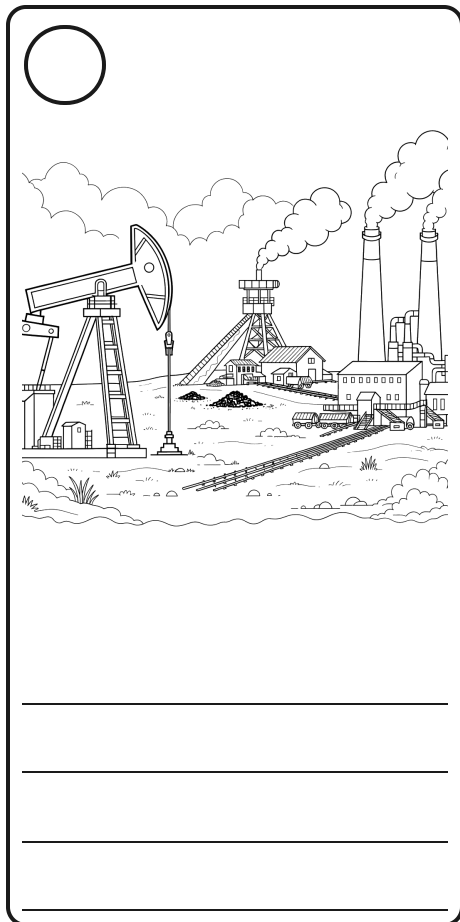
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Sequence the Scene

1. Reread *The Energy We Use Everyday*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 4.7D, 4.7C, 4.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

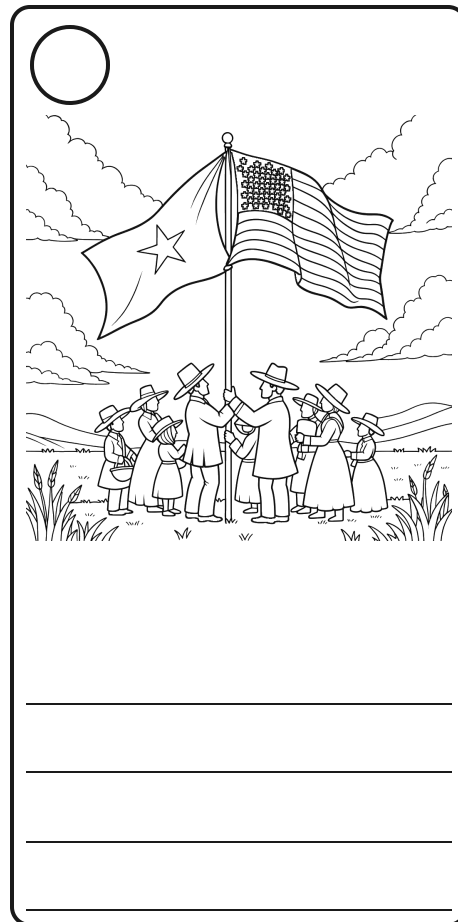
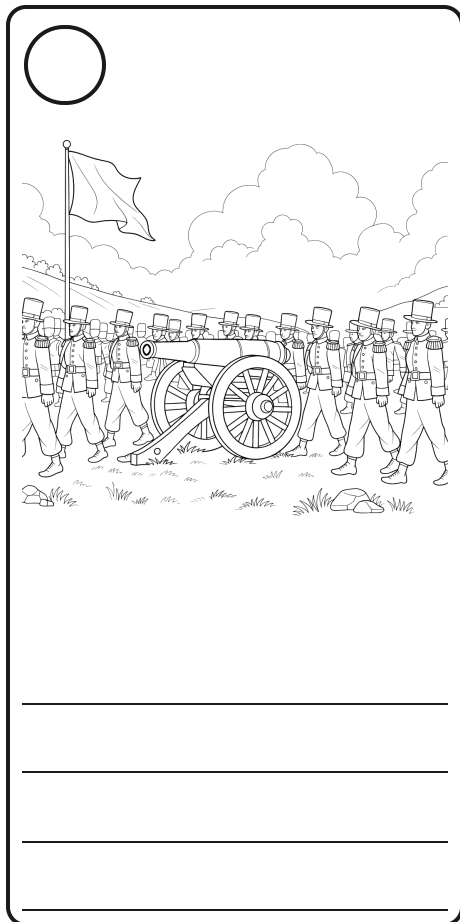
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Coloring with Purpose

Grade 4 • Cluster 3
A Lone Star Choice

Name: _____

Date: _____



Sequence the Scene

1. Reread *A Lone Star Choice*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 4.7D, 4.7C, 4.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

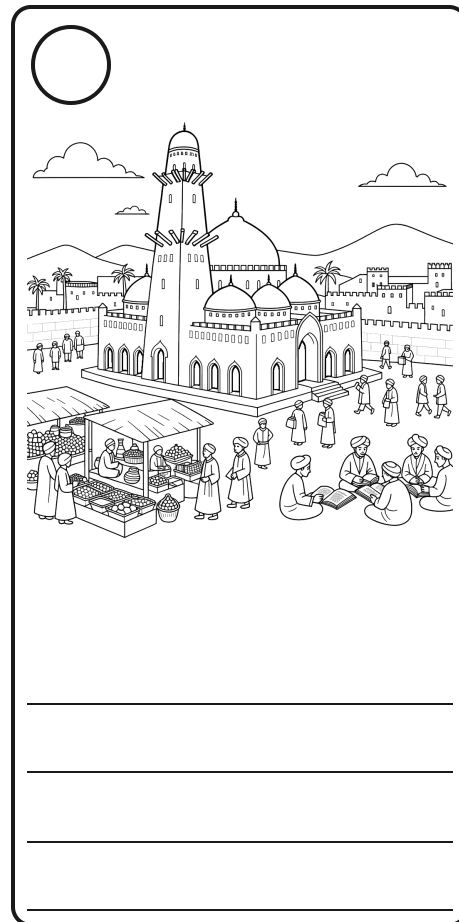
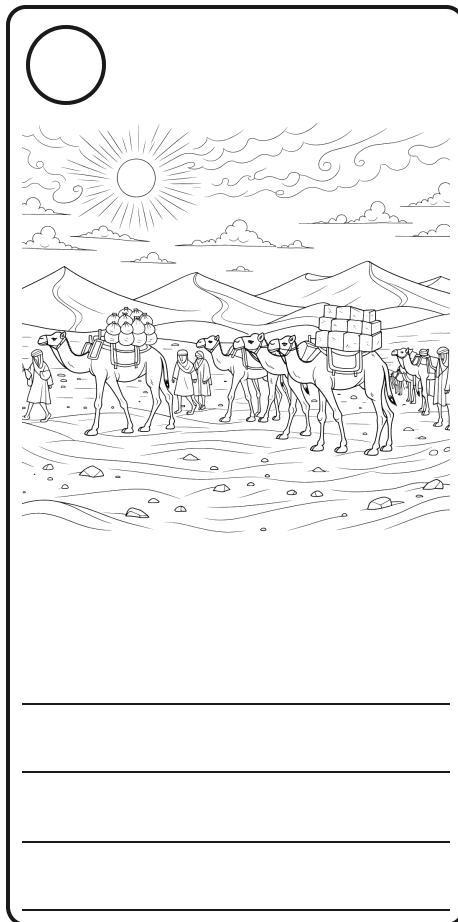
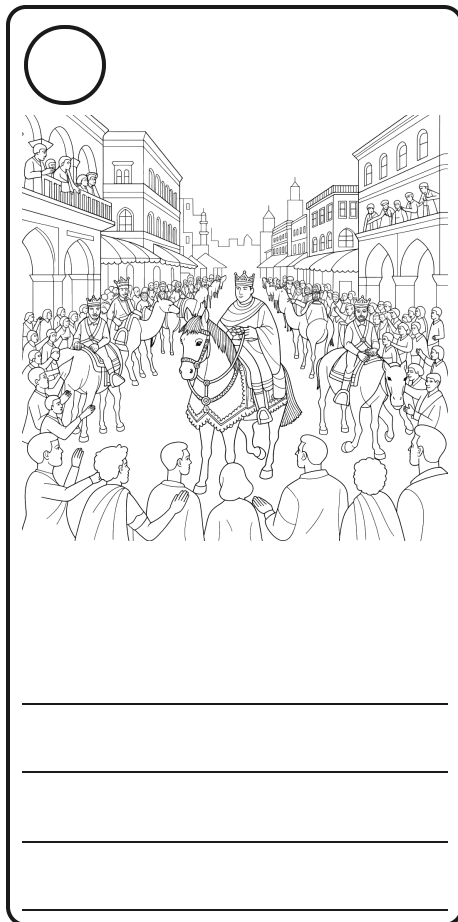
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



Sequence the Scene

1. Reread *The Wealth of Mansa Musa*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 4.7D, 4.7C, 4.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

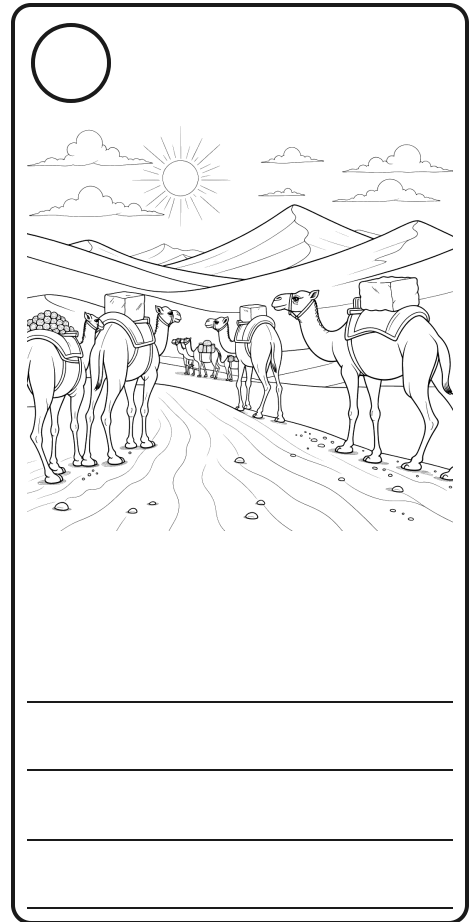
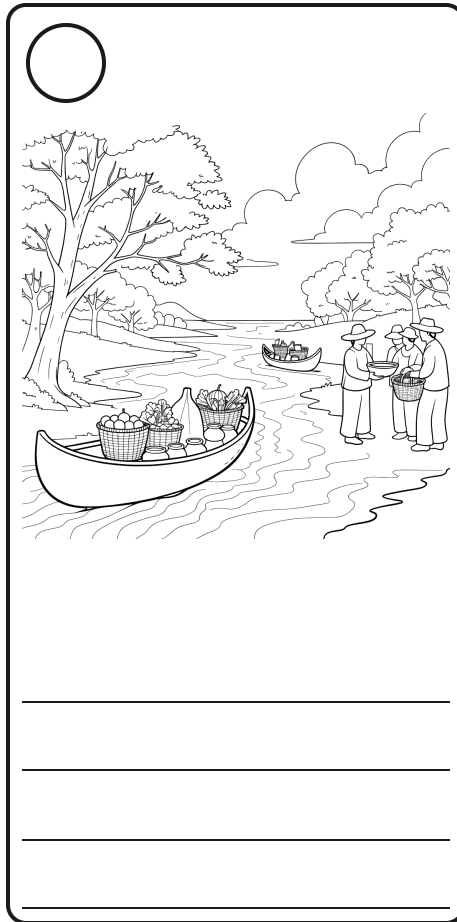
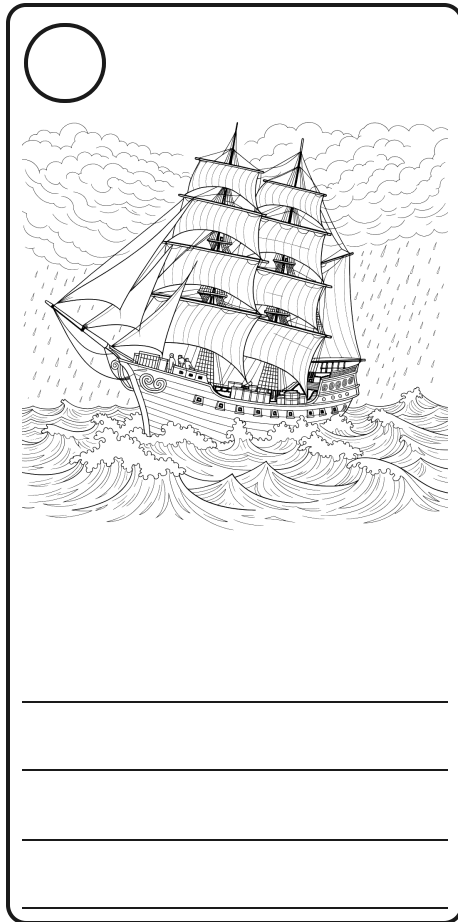
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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____



Sequence the Scene

1. Reread *The Roads Between Us*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 4.7D, 4.7C, 4.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

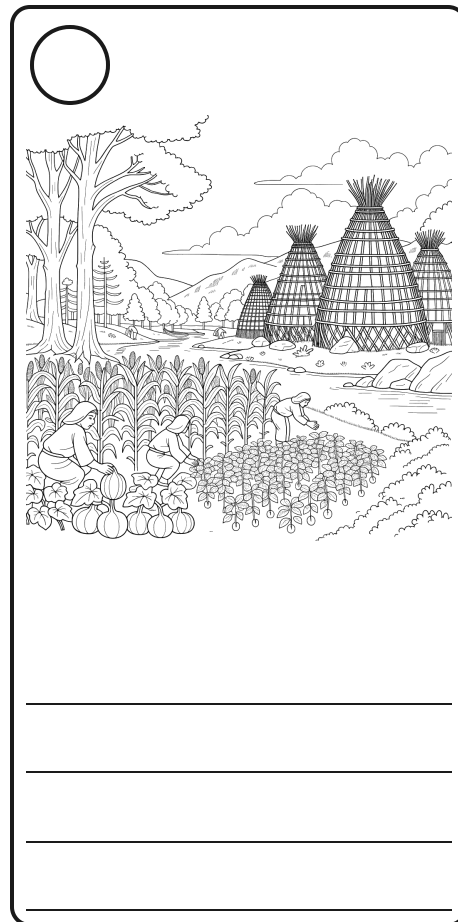
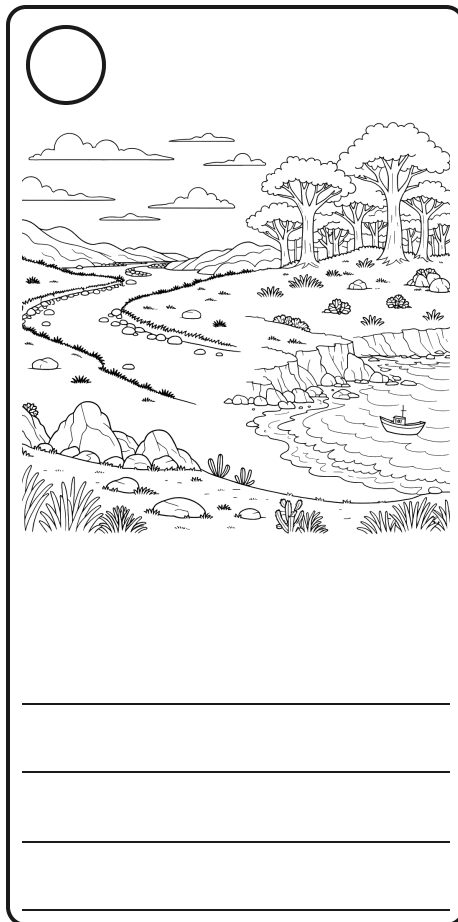
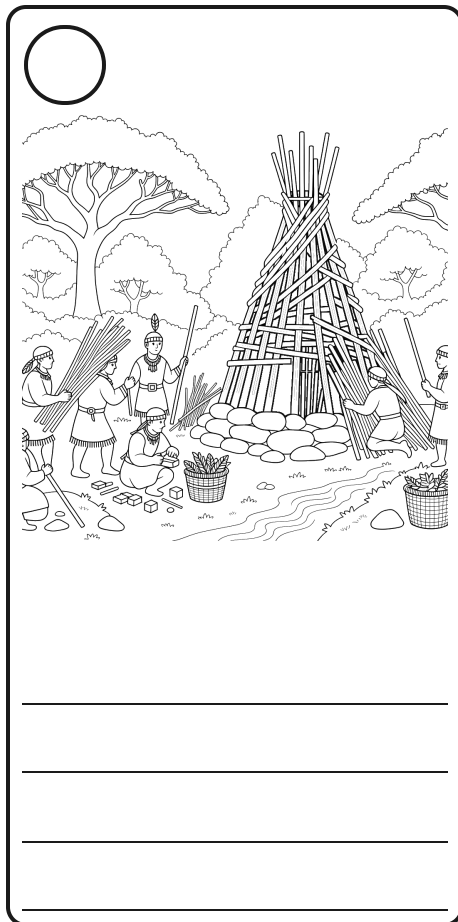
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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



Sequence the Scene

1. Reread *What Shapes a Society?*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 4.7D, 4.7C, 4.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *Dream*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 4 • Cluster 1
A Promise Written Long Ago

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *A Promise Written Long Ago*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *The Energy We Use Everyday*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 4 • Cluster 3
A Lone Star Choice

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *A Lone Star Choice*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *The Wealth of Mansa Musa*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 4 • Cluster 5
Looking Back to Move Forward

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *Looking Back to Move Forward*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *A Day That Changed*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *The Roads Between Us*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *What Shapes a Society?*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 4.7D, 4.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 4.7(D): Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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TEKS SECTION

TEKS 4.7(E)

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Activity	Passage (Cluster)	Page
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Illustrator Alert!	The Energy We Use Everyday (Cluster 2)	133
Illustrator Alert!	A Lone Star Choice (Cluster 3)	134
Illustrator Alert!	The Wealth of Mansa Musa (Cluster 4)	135
Illustrator Alert!	Looking Back to Move Forward (Cluster 5)	136
Illustrator Alert!	A Day That Changed (Cluster 6)	137
Illustrator Alert!	The Roads Between Us (Cluster 7)	138
Illustrator Alert!	What Shapes a Society? (Cluster 8)	139
Build the Scene	Dream (Prepare)	140
Build the Scene	A Promise Written Long Ago (Cluster 1)	141
Build the Scene	The Energy We Use Everyday (Cluster 2)	142
Build the Scene	A Lone Star Choice (Cluster 3)	143
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Build the Caddo Scene	What Shapes a Society? (Cluster 8)	148

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Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from Dream
The crowd	Yes No	
The fireworks	Yes No	
The Lincoln Memorial	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *Dream*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 4.7C, 4.7E, 4.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 4 • Cluster 1
A Promise Written Long Ago

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from A Promise Written Long Ago
The sailing ship	Yes No	
The king signing	Yes No	
The barons	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *A Promise Written Long Ago*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 4.7C, 4.7E, 4.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>The Energy We Use Everyday</i>
The sun and solar panels	Yes No	
The nuclear power plant	Yes No	
The oil pump	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *The Energy We Use Everyday*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 4.7C, 4.7E, 4.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

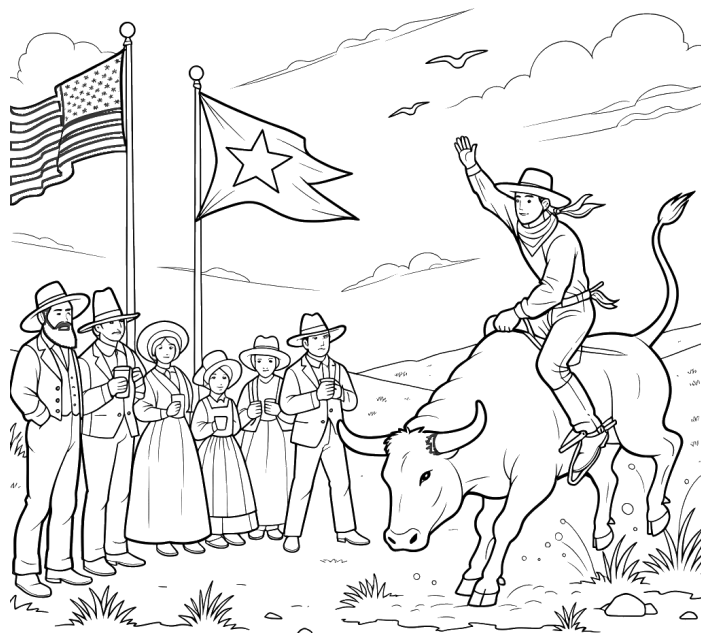
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Coloring with Purpose

Grade 4 • Cluster 3
A Lone Star Choice

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from A Lone Star Choice
The rodeo bull rider	Yes No	
The flags being raised	Yes No	
The wide open sky	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *A Lone Star Choice*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 4.7C, 4.7E, 4.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

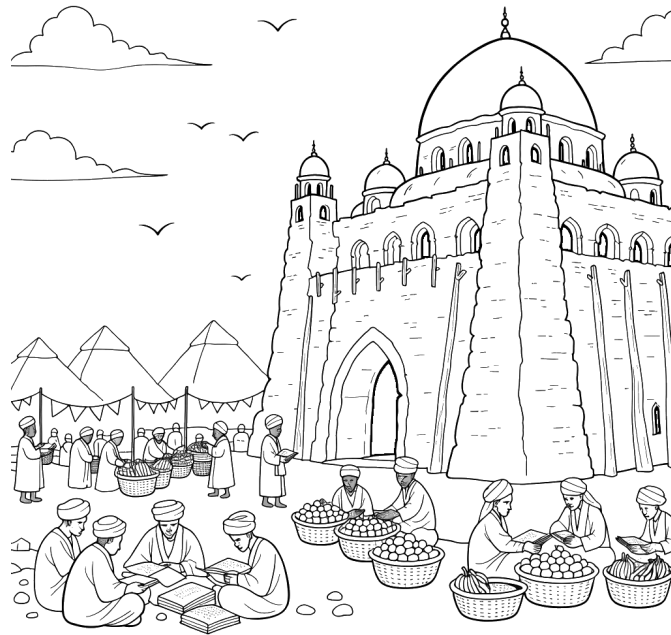
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>The Wealth of Mansa Musa</i>
The traders and goods	Yes No	
The pyramids	Yes No	
The people studying	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *The Wealth of Mansa Musa*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 4.7C, 4.7E, 4.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

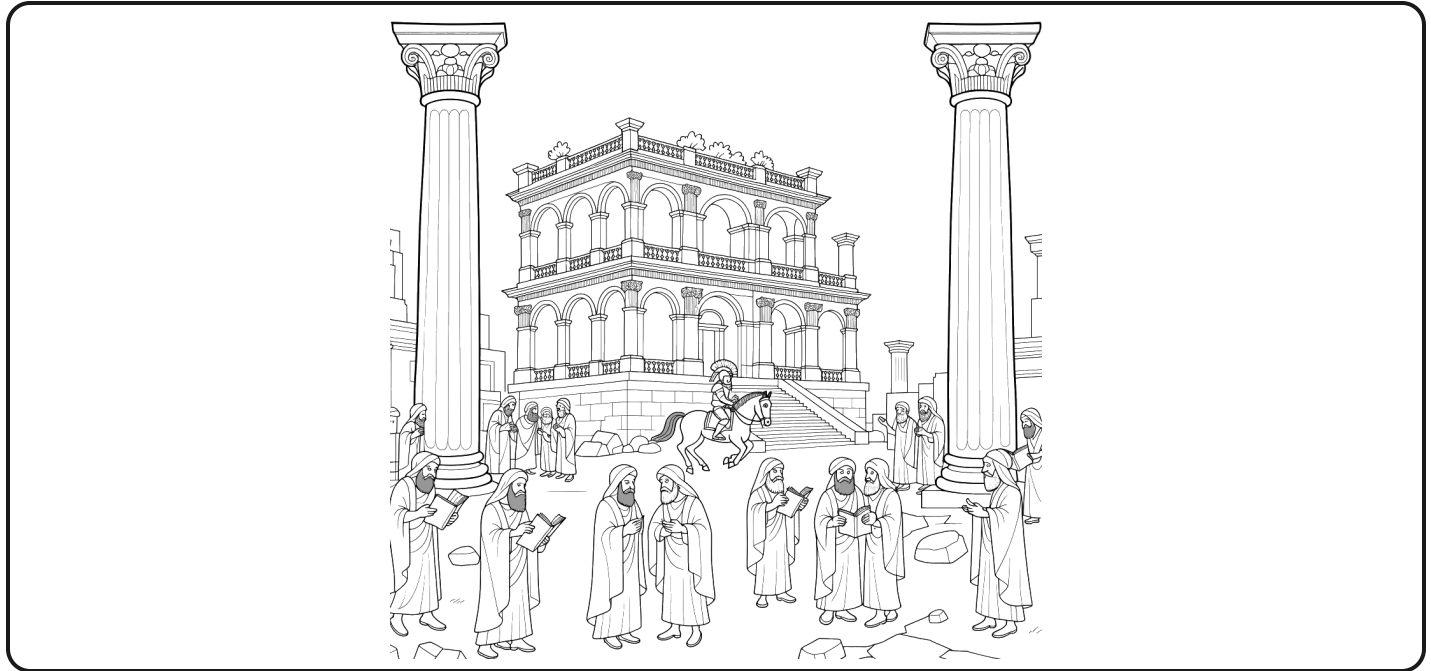
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Coloring with Purpose

Grade 4 • Cluster 5
Looking Back to Move Forward

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from Looking Back to Move Forward
The knight on horseback	Yes No	
The people reading	Yes No	
The people pointing	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *Looking Back to Move Forward*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 4.7C, 4.7E, 4.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

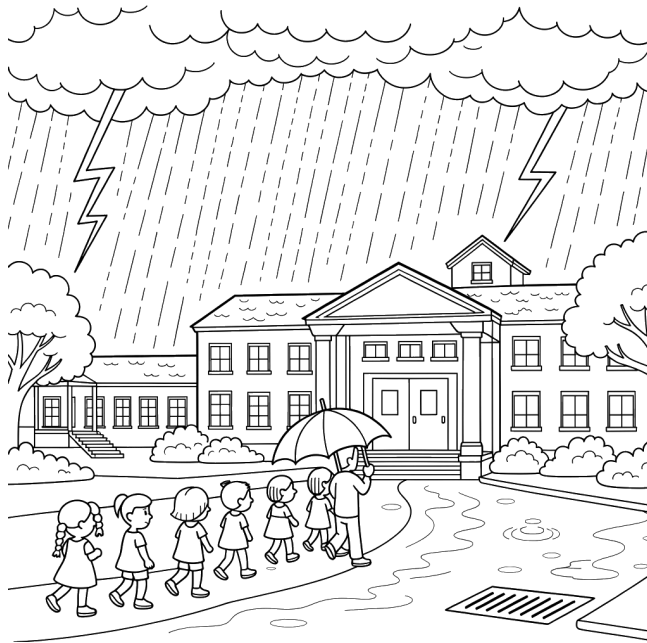
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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from A Day That Changed
The rain	Yes No	
The lightning	Yes No	
The teacher	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *A Day That Changed*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 4.7C, 4.7E, 4.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>The Roads Between Us</i>
The steam train	Yes No	
The canoes	Yes No	
The pottery	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *The Roads Between Us*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 4.7C, 4.7E, 4.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

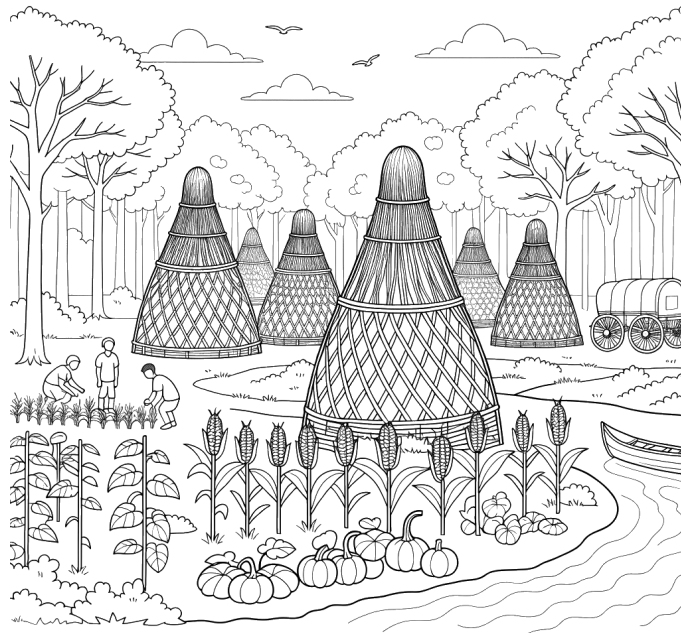
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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>What Shapes a Society?</i>
The river	Yes No	
The covered wagon	Yes No	
The crops	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *What Shapes a Society?*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 4.7C, 4.7E, 4.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the crowd standing shoulder to shoulder
- ☐ the hot sun
- ☐ the people with signs

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *Dream*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 4.7C, 4.7E, 4.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the document
- ☐ the king signing
- ☐ the barons watching

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *A Promise Written Long Ago*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 4.7C, 4.7E, 4.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the wind turbines
- ☐ the sun and solar panels
- ☐ the river water
- ☐ the plants and animals

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *The Energy We Use Everyday*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 4.7C, 4.7E, 4.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the U.S. flag
- ☐ the flag with one star
- ☐ the people celebrating

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *A Lone Star Choice*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 4.7C, 4.7E, 4.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____

Scene checklist

- ☐ the traders and their goods
- ☐ the people studying
- ☐ the busy market

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *The Wealth of Mansa Musa*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 4.7C, 4.7E, 4.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the people reading
- ☐ the people talking
- ☐ the people pointing

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *Looking Back to Move Forward*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 4.7C, 4.7E, 4.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____

Scene checklist

- ☐ the gray clouds
- ☐ the trees bending in the wind
- ☐ the blowing papers

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *A Day That Changed*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 4.7C, 4.7E, 4.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the canoes
- ☐ the food
- ☐ the pottery and baskets

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *The Roads Between Us*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 4.7C, 4.7E, 4.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the river
- ☐ the forest
- ☐ the fertile fields
- ☐ the corn, beans, and squash

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Caddo Scene

1. Reread *What Shapes a Society?*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 4.7C, 4.7E, 4.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 4.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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TEKS SECTION

TEKS 4.7(F)

Respond using newly acquired vocabulary as appropriate.

Activity	Passage (Cluster)	Page
Vocabulary Doodle Detective	Dream (Prepare)	150
Vocabulary Doodle Detective	A Promise Written Long Ago (Cluster 1)	151
Vocabulary Doodle Detective	The Energy We Use Everyday (Cluster 2)	152
Vocabulary Doodle Detective	A Lone Star Choice (Cluster 3)	153
Vocabulary Doodle Detective	The Wealth of Mansa Musa (Cluster 4)	154
Vocabulary Doodle Detective	Looking Back to Move Forward (Cluster 5)	155
Vocabulary Doodle Detective	A Day That Changed (Cluster 6)	156
Vocabulary Doodle Detective	The Roads Between Us (Cluster 7)	157
Vocabulary Doodle Detective	What Shapes a Society? (Cluster 8)	158

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Name: _____

Date: _____

memorial



justice



freedom



gathered



Vocabulary Doodle Detective

1. Find each word in *Dream*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 4.7F, 4.7E, 4.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 4.7(F): Respond using newly acquired vocabulary as appropriate.

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Name: _____

Date: _____

barons



document



trial



justice



Vocabulary Doodle Detective

1. Find each word in *A Promise Written Long Ago*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 4.7F, 4.7E, 4.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 4.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____

renewable



nonrenewable



pollution



generate



Vocabulary Doodle Detective

1. Find each word in *The Energy We Use Everyday*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 4.7F, 4.7E, 4.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 4.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 4 • Cluster 3
A Lone Star Choice

Name: _____

Date: _____

republic



battles



history



vast



Vocabulary Doodle Detective

1. Find each word in *A Lone Star Choice*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 4.7F, 4.7E, 4.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 4.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____

kingdom



trade



pilgrimage



wealthy



Vocabulary Doodle Detective

1. Find each word in *The Wealth of Mansa Musa*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 4.7F, 4.7E, 4.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 4.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 4 • Cluster 5
Looking Back to Move Forward

Name: _____

Date: _____

ancient



Renaissance



citizens



expressions



Vocabulary Doodle Detective

1. Find each word in *Looking Back to Move Forward*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 4.7F, 4.7E, 4.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 4.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____

weather



climate



atmosphere



temperature



Vocabulary Doodle Detective

1. Find each word in *A Day That Changed*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 4.7F, 4.7E, 4.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 4.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____

pottery



precious



gale



pathways



Vocabulary Doodle Detective

1. Find each word in *The Roads Between Us*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 4.7F, 4.7E, 4.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 4.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____

geography



fertile



resources



timber



Vocabulary Doodle Detective

1. Find each word in *What Shapes a Society?*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 4.7F, 4.7E, 4.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 4.7(F): Respond using newly acquired vocabulary as appropriate.

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TEKS SECTION

TEKS 4.8(A)

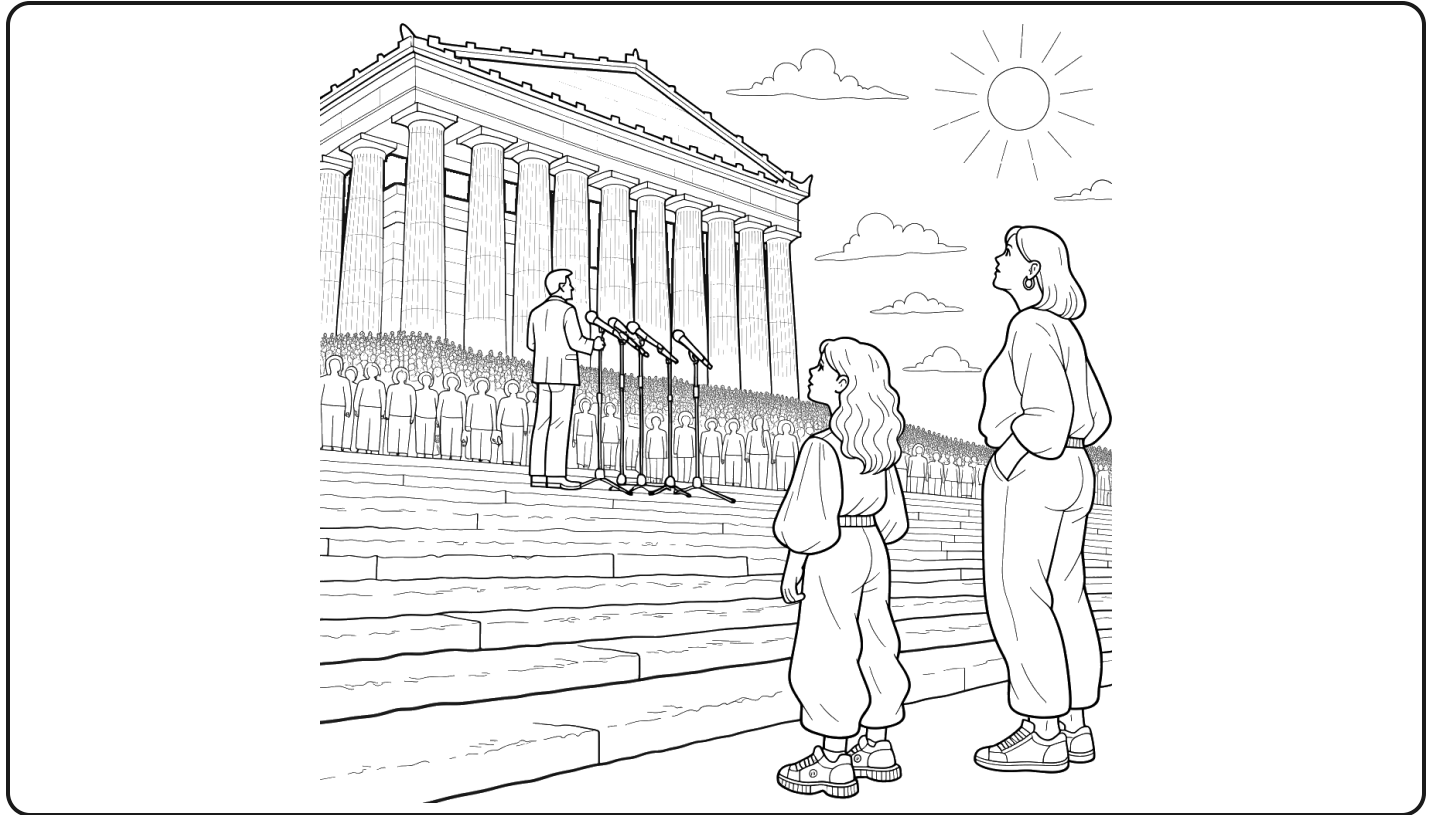
Infer basic themes supported by text evidence.

Activity	Passage (Cluster)	Page
Theme Caption	Dream (Prepare)	160
Theme Caption	A Lone Star Choice (Cluster 3)	161
Theme Caption	Looking Back to Move Forward (Cluster 5)	162
Theme Caption	A Day That Changed (Cluster 6)	163
Theme Caption	The Roads Between Us (Cluster 7)	164

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Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *Dream*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

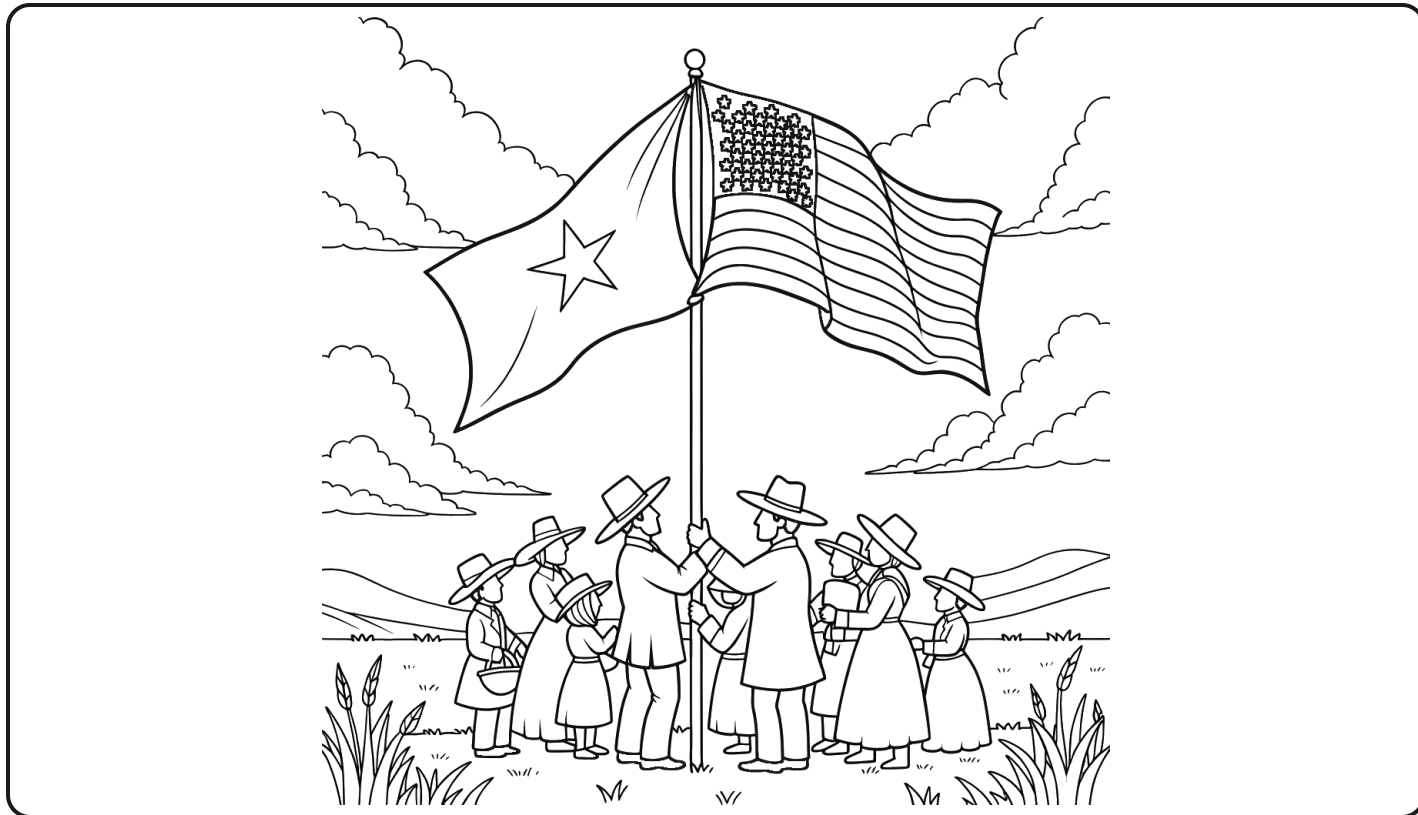
TEKS Connection: 4.8A, 4.7C, 4.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 4.8(A): Infer basic themes supported by text evidence.

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Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *A Lone Star Choice*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

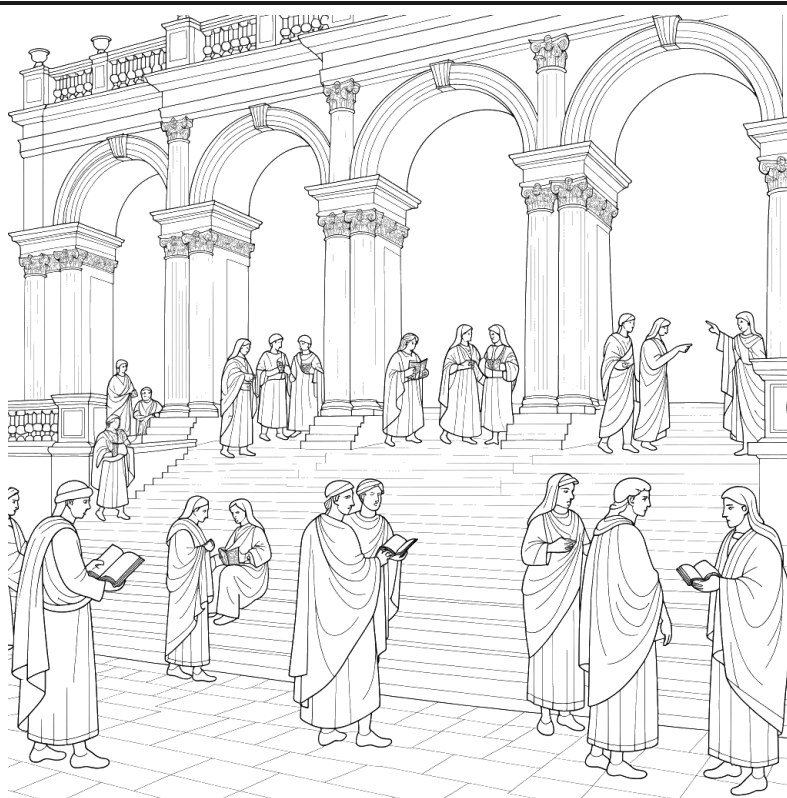
TEKS Connection: 4.8A, 4.7C, 4.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 4.8(A): Infer basic themes supported by text evidence.

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Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *Looking Back to Move Forward*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 4.8A, 4.7C, 4.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 4.8(A): Infer basic themes supported by text evidence.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *A Day That Changed*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 4.8A, 4.7C, 4.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 4.8(A): Infer basic themes supported by text evidence.

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Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *The Roads Between Us*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 4.8A, 4.7C, 4.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 4.8(A): Infer basic themes supported by text evidence.

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TEKS SECTION

TEKS 4.8(B)

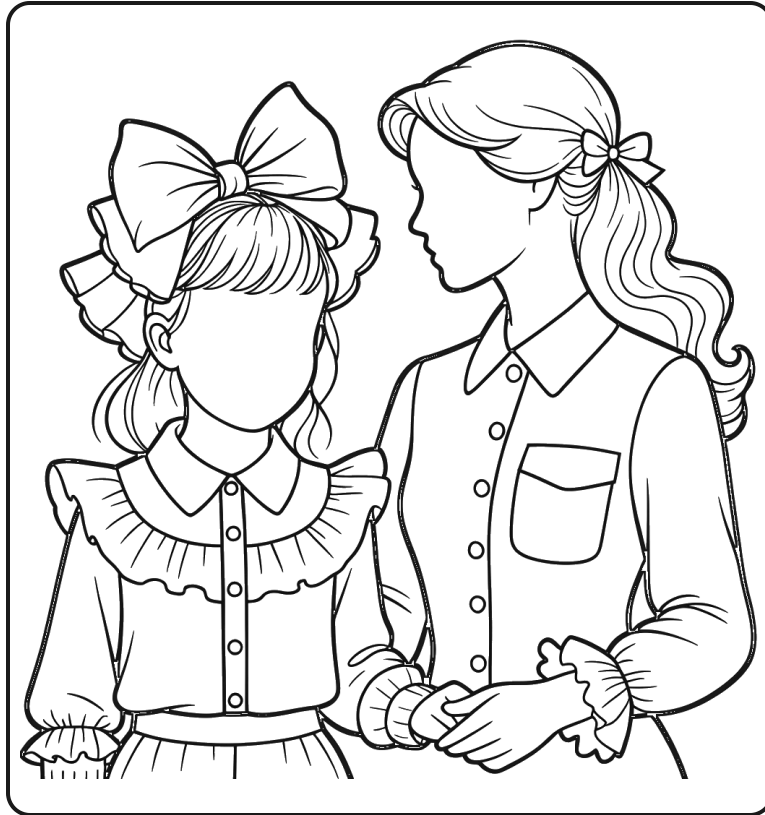
Explain the interactions of the characters and the changes they undergo.

Activity	Passage (Cluster)	Page
Feelings Faces	Dream (Prepare)	166

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Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *Dream*. Think about how the narrator feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling. Tell how another character responds to this feeling.

4. Color the picture.

TEKS Connection: 4.8B, 4.6F, 4.7C, 4.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 4.8(B): Explain the interactions of the characters and the changes they undergo.

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TEKS SECTION

TEKS 4.8(C)

Analyze plot elements, including the rising action, climax, falling action, and resolution.

Activity	Passage (Cluster)	Page
Sequence the Scene	Dream (Prepare)	168
Sequence the Scene	Looking Back to Move Forward (Cluster 5)	169
Sequence the Scene	A Day That Changed (Cluster 6)	170

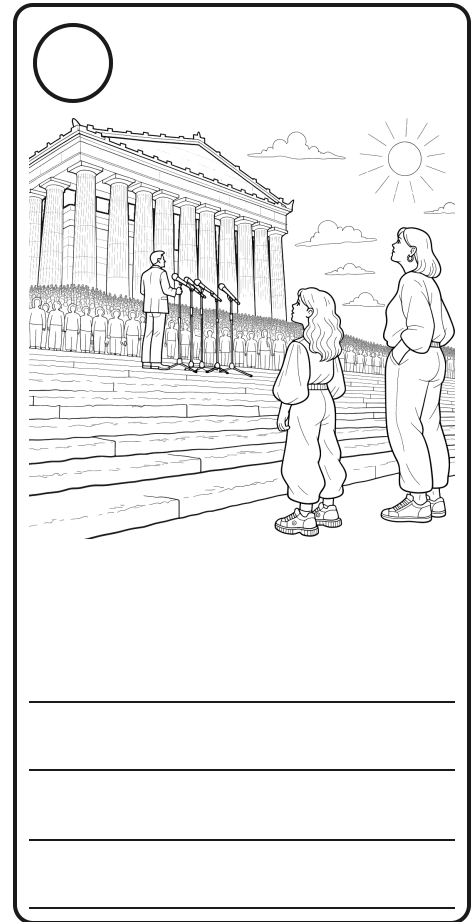
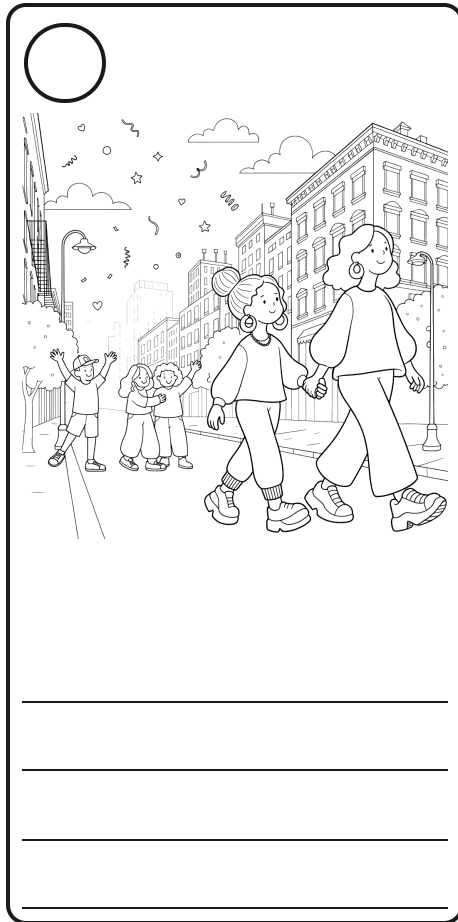
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Coloring with Purpose

Grade 4 · Prepare
Dream

Name: _____

Date: _____



Sequence the Scene

1. Reread *Dream*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 4.8C, 4.7C, 4.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 4.8(C): Analyze plot elements, including the rising action, climax, falling action, and resolution.

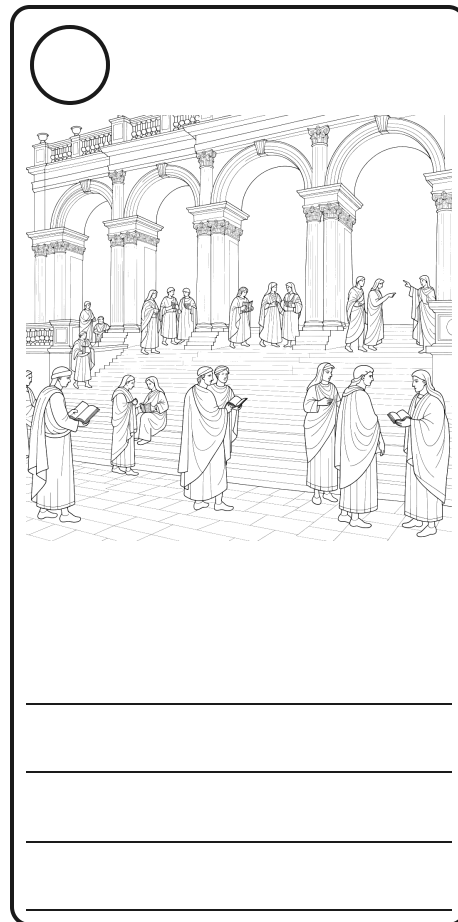
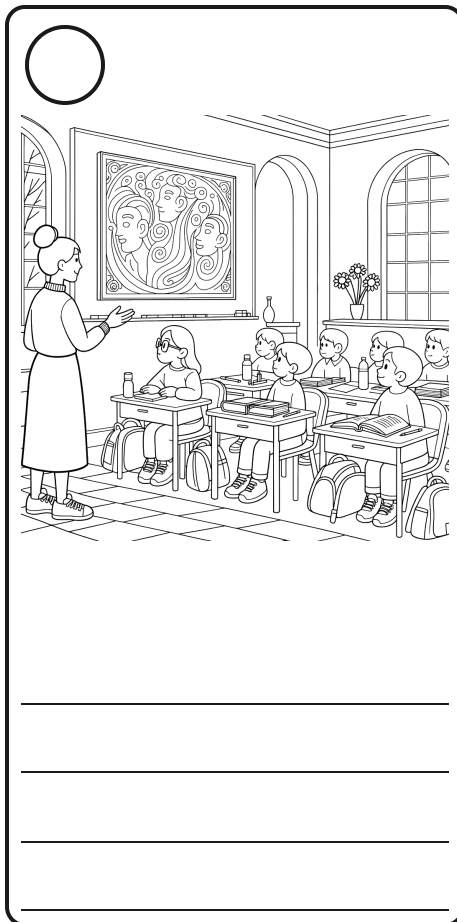
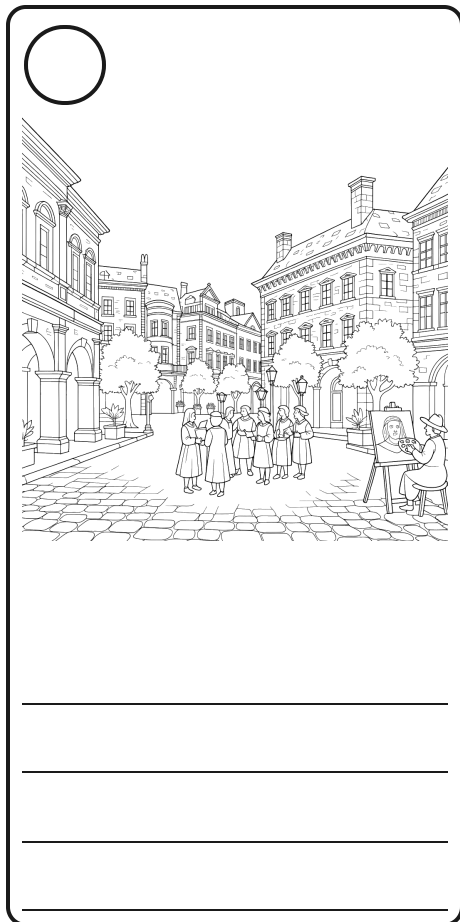
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Coloring with Purpose

Grade 4 • Cluster 5
Looking Back to Move Forward

Name: _____

Date: _____



Sequence the Scene

1. Reread *Looking Back to Move Forward*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 4.8C, 4.7C, 4.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 4.8(C): Analyze plot elements, including the rising action, climax, falling action, and resolution.

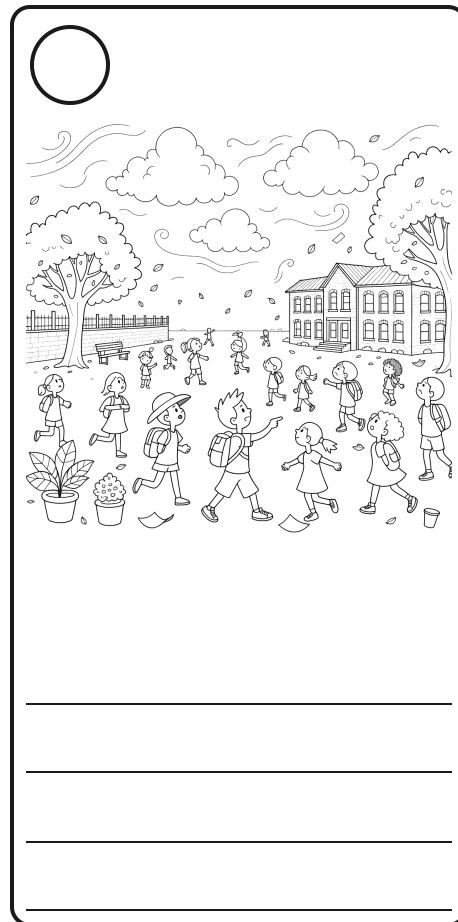
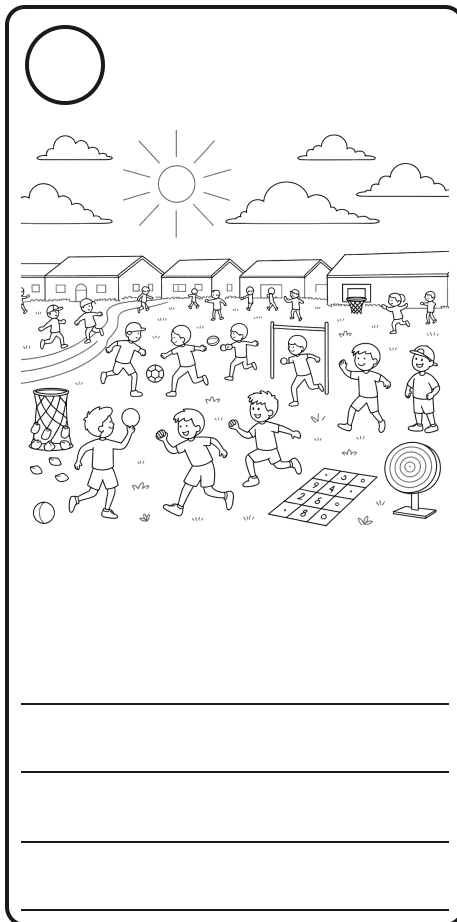
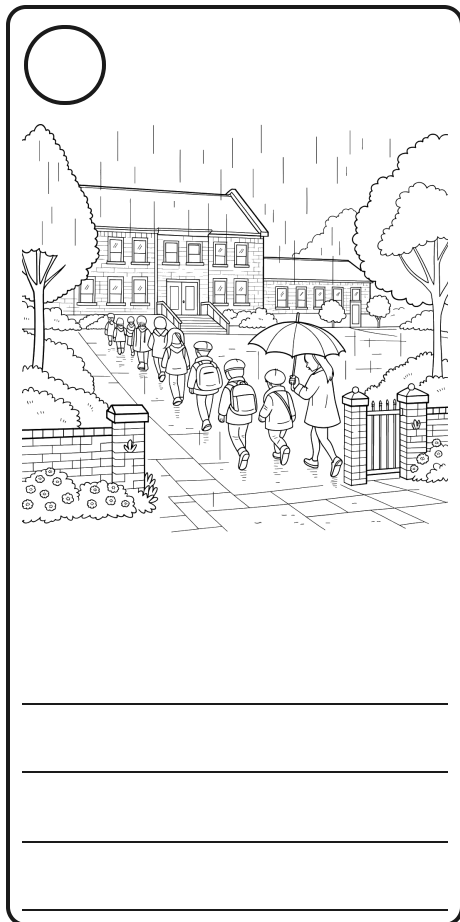
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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Sequence the Scene

1. Reread *A Day That Changed*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 4.8C, 4.7C, 4.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 4.8(C): Analyze plot elements, including the rising action, climax, falling action, and resolution.

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TEKS SECTION

TEKS 4.8(D)

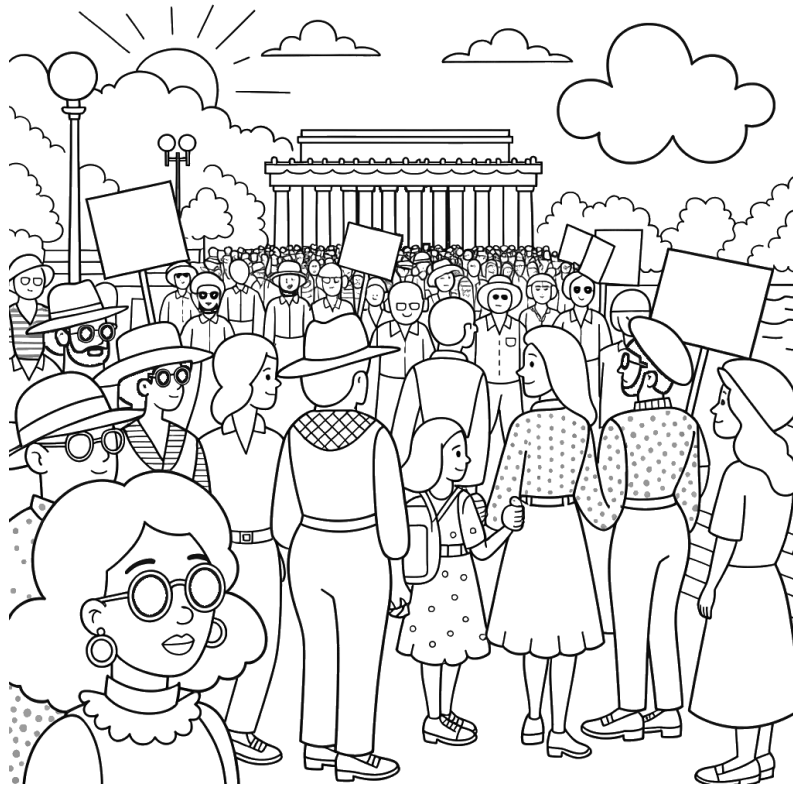
Explain the influence of the setting, including historical and cultural settings, on the plot.

Activity	Passage (Cluster)	Page
Setting Labeling	Dream (Prepare)	172
Setting Labeling	Looking Back to Move Forward (Cluster 5)	173
Setting Labeling	A Day That Changed (Cluster 6)	174

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Name: _____

Date: _____



Setting Labeling

1. Reread *Dream*. Label **where** the story happens and two setting details in the picture.
2. How does the setting affect what happens in the story? Copy a sentence that describes the setting, then explain.

3. Color the setting.

TEKS Connection: 4.8D, 4.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 4.8(D): Explain the influence of the setting, including historical and cultural settings, on the plot.

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Name: _____

Date: _____



Setting Labeling

1. Reread *Looking Back to Move Forward*. Label **where** the story happens and two setting details in the picture.
2. How does the setting affect what happens in the story? Copy a sentence that describes the setting, then explain.

3. Color the setting.

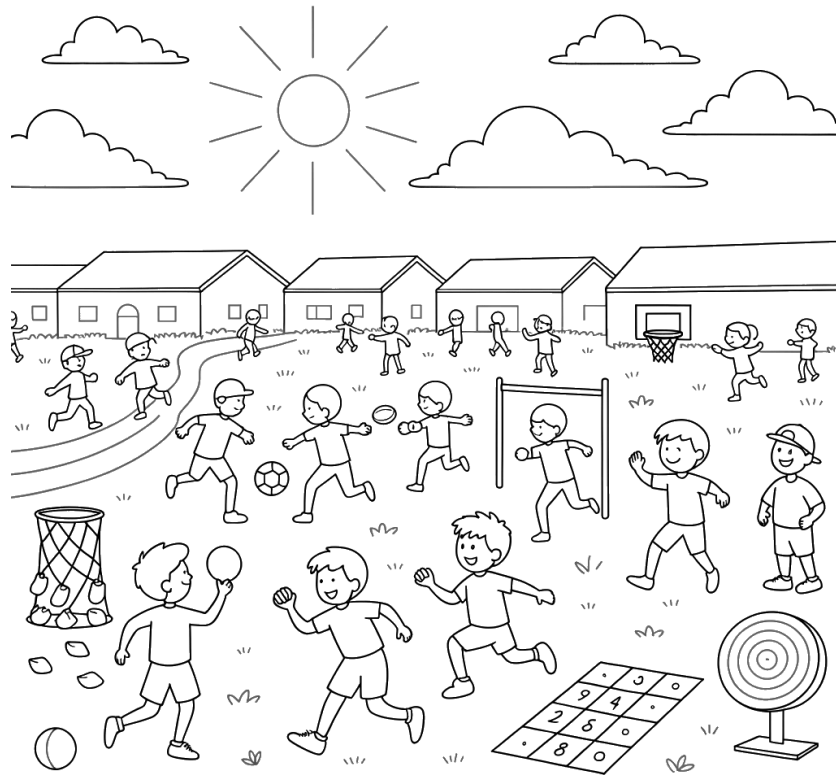
TEKS Connection: 4.8D, 4.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 4.8(D): Explain the influence of the setting, including historical and cultural settings, on the plot.

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Name: _____

Date: _____



Setting Labeling

1. Reread *A Day That Changed*. Label **where** the story happens and two setting details in the picture.
2. How does the setting affect what happens in the story? Copy a sentence that describes the setting, then explain.

3. Color the setting.

TEKS Connection: 4.8D, 4.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 4.8(D): Explain the influence of the setting, including historical and cultural settings, on the plot.

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TEKS SECTION

TEKS 4.9(B)

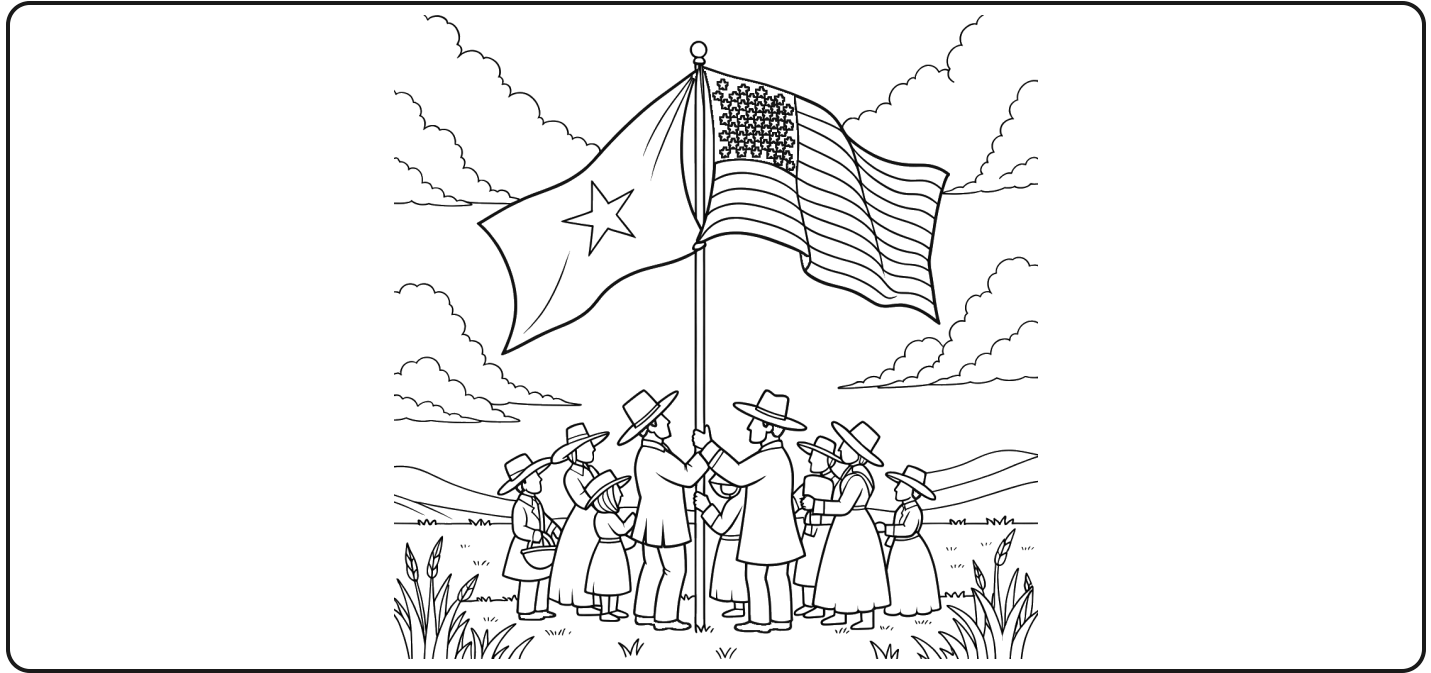
Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

Activity	Passage (Cluster)	Page
Poem Parts Labeling	A Lone Star Choice (Cluster 3)	176
Poem Parts Labeling	The Roads Between Us (Cluster 7)	177

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Name: _____

Date: _____



Poem Parts Labeling

1. Reread the poem *A Lone Star Choice*. Find one line with **figurative language** (simile, metaphor, or personification). Copy it and tell what picture it creates.

2. Write two rhyming pairs from the poem.

3. Color the picture to match the image the poet creates.

TEKS Connection: 4.9B, 4.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 4.9(B): Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

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Poem Parts Labeling

1. Reread the poem *The Roads Between Us*. Find one line with **figurative language** (simile, metaphor, or personification). Copy it and tell what picture it creates.

2. Write two rhyming pairs from the poem.

3. Color the picture to match the image the poet creates.

TEKS Connection: 4.9B, 4.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 4.9(B): Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

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TEKS SECTION

TEKS 4.9(D)(i)

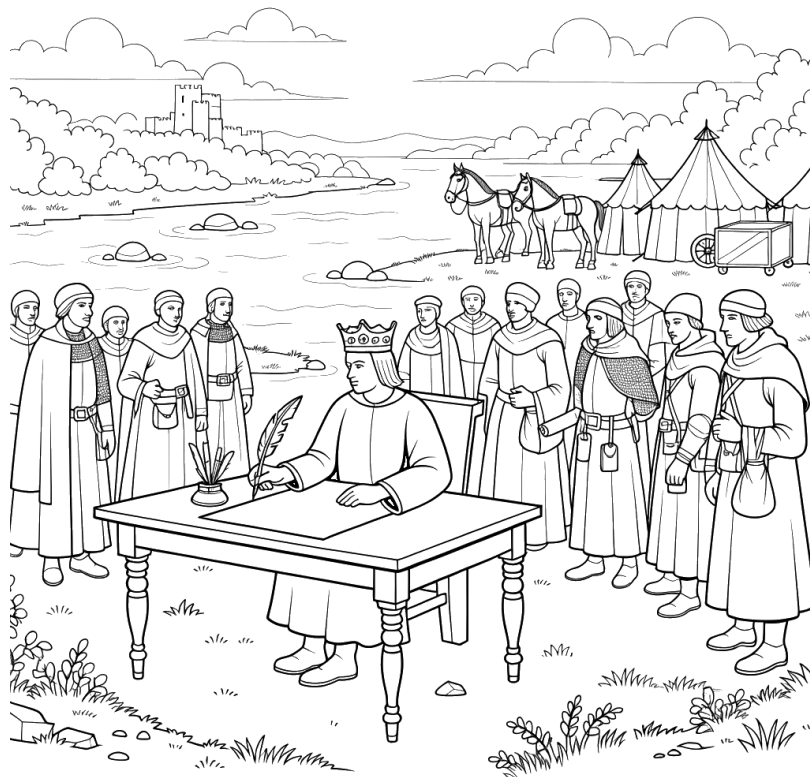
Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

Activity	Passage (Cluster)	Page
Main Idea Caption	A Promise Written Long Ago (Cluster 1)	179
Main Idea Caption	The Energy We Use Everyday (Cluster 2)	180
Main Idea Caption	The Wealth of Mansa Musa (Cluster 4)	181
Main Idea Caption	What Shapes a Society? (Cluster 8)	182

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Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *A Promise Written Long Ago*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 4.9D(i), 4.7C, 4.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 4.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

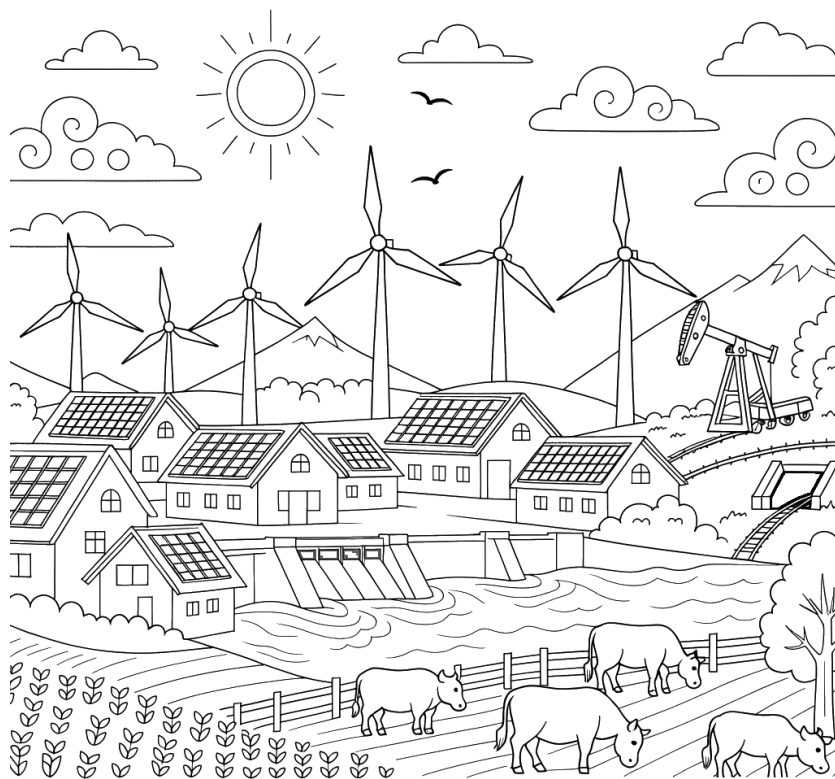
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *The Energy We Use Everyday*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

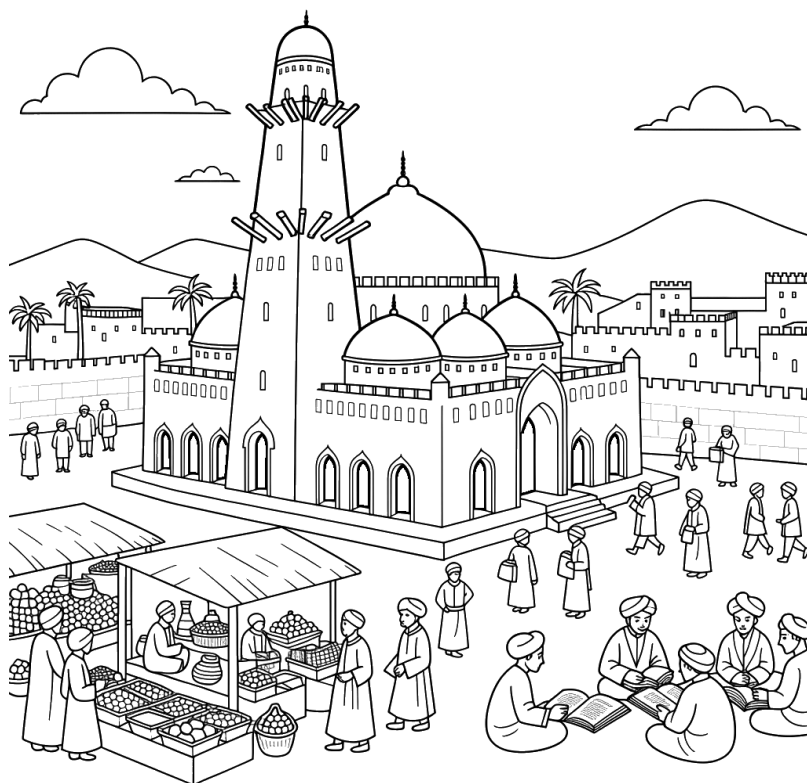
TEKS Connection: 4.9D(i), 4.7C, 4.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 4.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *The Wealth of Mansa Musa*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 4.9D(i), 4.7C, 4.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 4.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

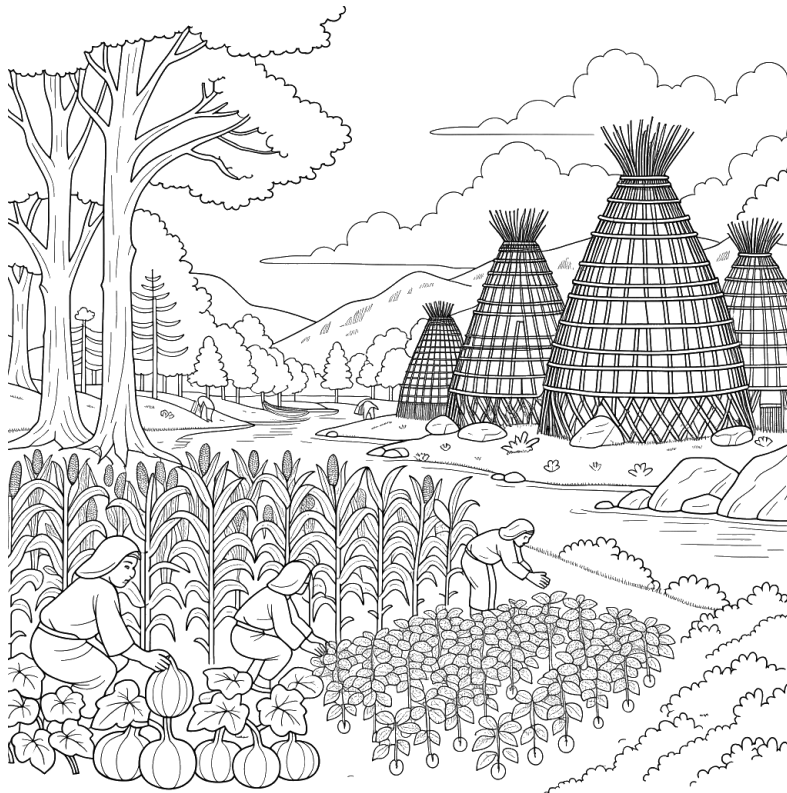
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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *What Shapes a Society?*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 4.9D(i), 4.7C, 4.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 4.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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TEKS SECTION

TEKS 4.9(D)(ii)

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

Activity	Passage (Cluster)	Page
Text Feature Labeling	A Promise Written Long Ago (Cluster 1)	184
Text Feature Labeling	The Energy We Use Everyday (Cluster 2)	185
Text Feature Labeling	The Wealth of Mansa Musa (Cluster 4)	186
Text Feature Labeling	What Shapes a Society? (Cluster 8)	187

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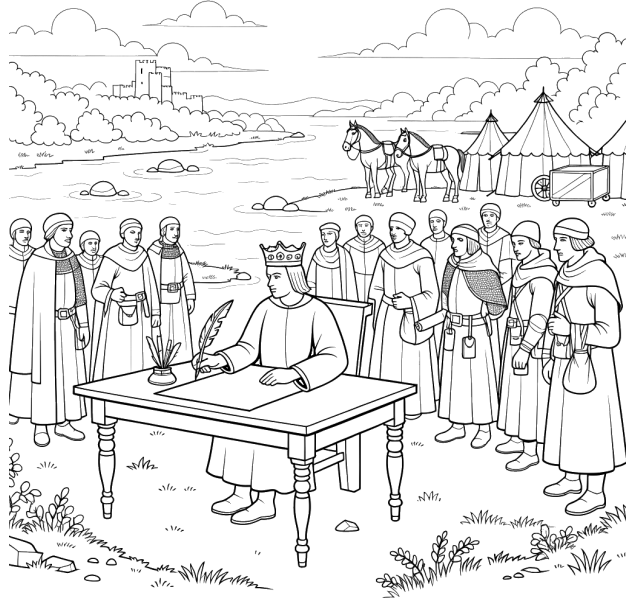
Coloring with Purpose

Grade 4 • Cluster 1
A Promise Written Long Ago

Name: _____

Date: _____

Heading:



Caption: _____

Diagram label (name a part of the picture):

Pronunciation guide for a hard word:

Text Feature Labeling

1. Turn this page into an informational text page about *A Promise Written Long Ago*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Label one part of the picture like a **diagram**. Then write a **pronunciation guide** for one hard word from the passage.
4. Color the picture.

TEKS Connection: 4.9D(ii), 4.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 4.9(D)(ii): Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

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Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____

Heading:



Caption: _____

Diagram label (name a part of the picture):

Pronunciation guide for a hard word:

Text Feature Labeling

1. Turn this page into an informational text page about *The Energy We Use Everyday*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Label one part of the picture like a **diagram**. Then write a **pronunciation guide** for one hard word from the passage.
4. Color the picture.

TEKS Connection: 4.9D(ii), 4.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 4.9(D)(ii): Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

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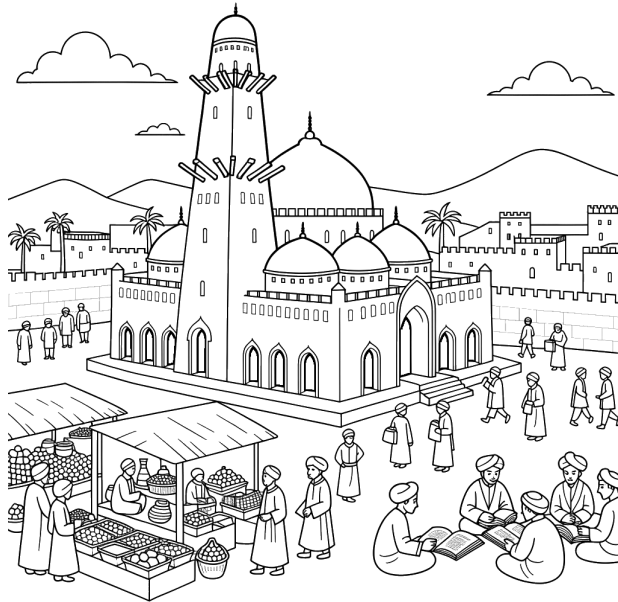
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Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____

Heading:



Caption:

Diagram label (name a part of the picture):

Pronunciation guide for a hard word:

Text Feature Labeling

1. Turn this page into an informational text page about *The Wealth of Mansa Musa*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Label one part of the picture like a **diagram**. Then write a **pronunciation guide** for one hard word from the passage.
4. Color the picture.

TEKS Connection: 4.9D(ii), 4.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 4.9(D)(ii): Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____

Heading:



Caption: _____

Diagram label (name a part of the picture):

Pronunciation guide for a hard word:

Text Feature Labeling

1. Turn this page into an informational text page about *What Shapes a Society?*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Label one part of the picture like a **diagram**. Then write a **pronunciation guide** for one hard word from the passage.
4. Color the picture.

TEKS Connection: 4.9D(ii), 4.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 4.9(D)(ii): Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

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TEKS SECTION

TEKS 4.10(A)

Explain the author's purpose and message within a text.

Activity	Passage (Cluster)	Page
Author's Purpose Palette	Dream (Prepare)	189
Author's Purpose Palette	A Promise Written Long Ago (Cluster 1)	190
Author's Purpose Palette	The Energy We Use Everyday (Cluster 2)	191
Author's Purpose Palette	A Lone Star Choice (Cluster 3)	192
Author's Purpose Palette	The Wealth of Mansa Musa (Cluster 4)	193
Author's Purpose Palette	Looking Back to Move Forward (Cluster 5)	194
Author's Purpose Palette	A Day That Changed (Cluster 6)	195
Author's Purpose Palette	The Roads Between Us (Cluster 7)	196
Author's Purpose Palette	What Shapes a Society? (Cluster 8)	197

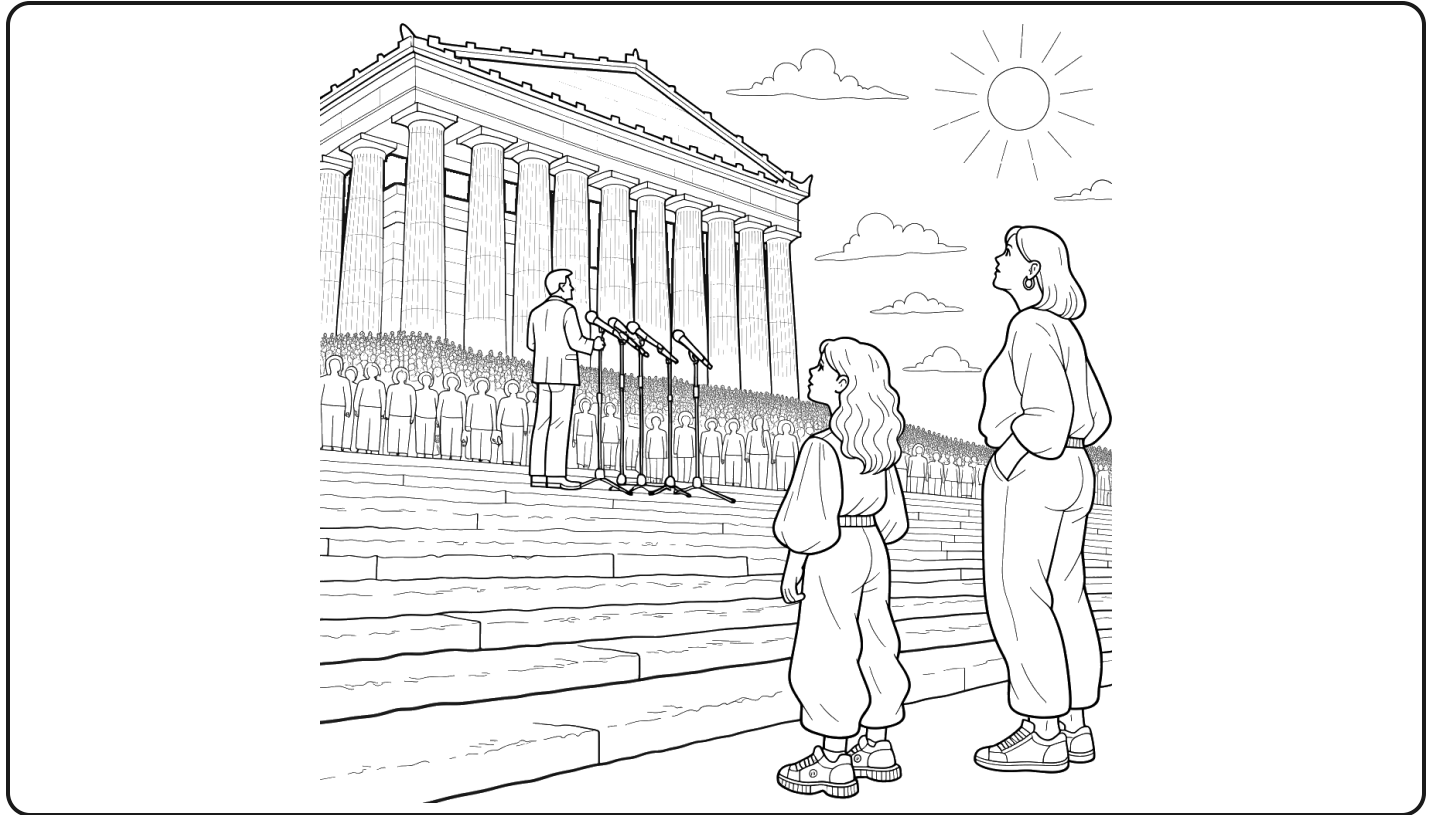
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Coloring with Purpose

Grade 4 · Prepare
Dream

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *Dream*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

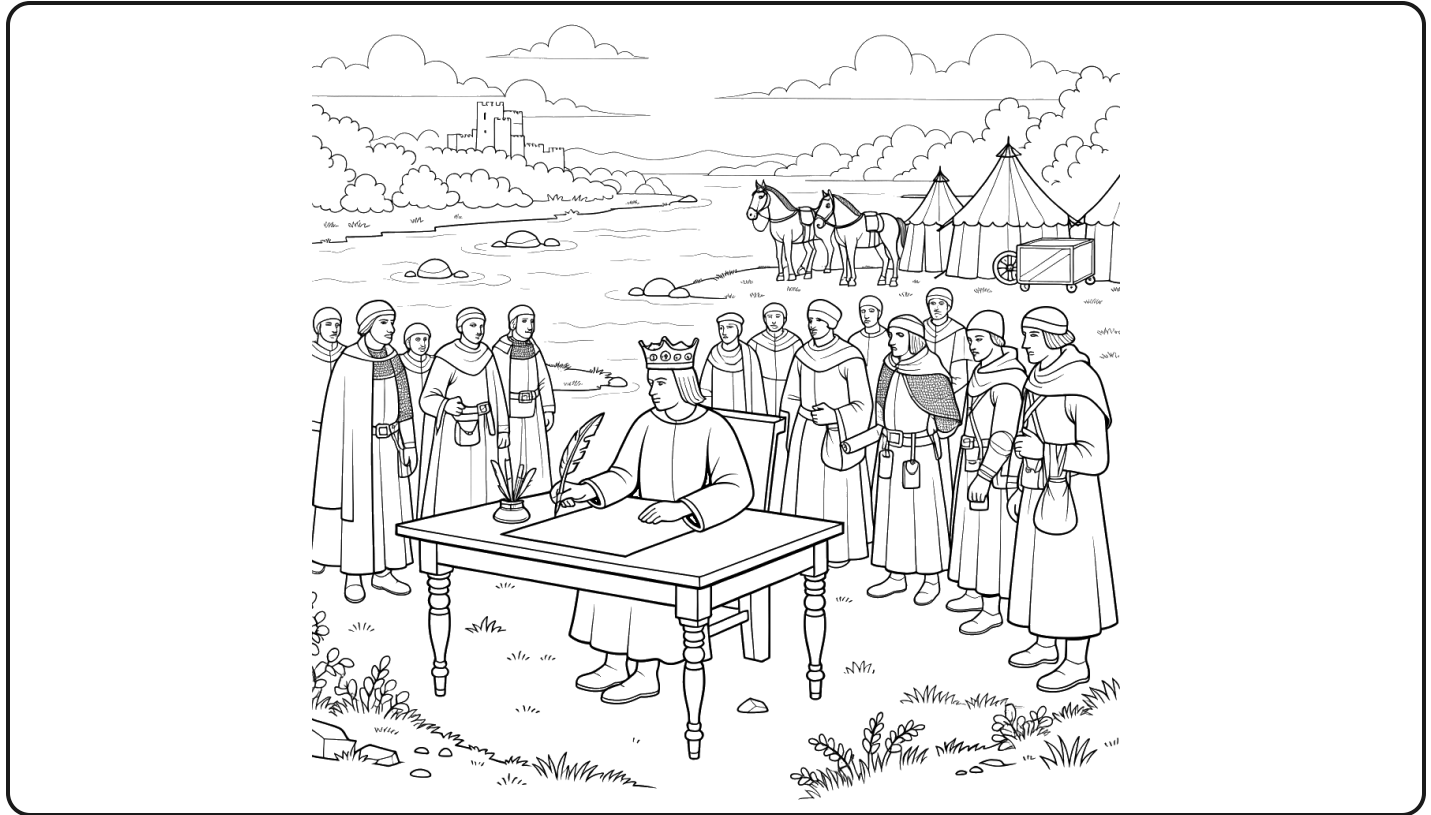
TEKS Connection: 4.10A, 4.7C, 4.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 4.10(A): Explain the author's purpose and message within a text.

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Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *A Promise Written Long Ago*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 4.10A, 4.7C, 4.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 4.10(A): Explain the author's purpose and message within a text.

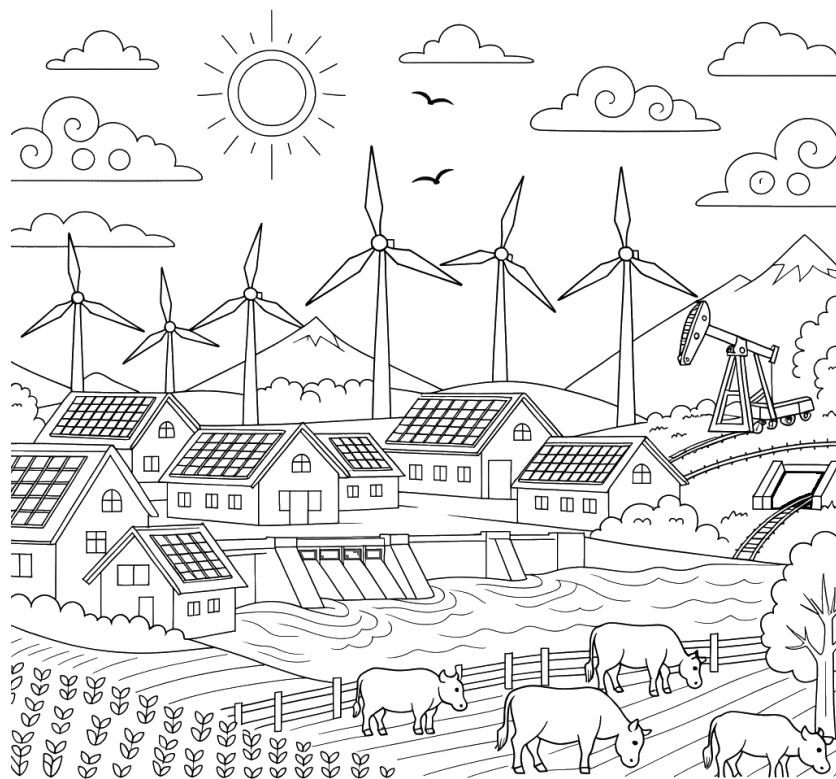
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *The Energy We Use Everyday*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 4.10A, 4.7C, 4.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 4.10(A): Explain the author's purpose and message within a text.

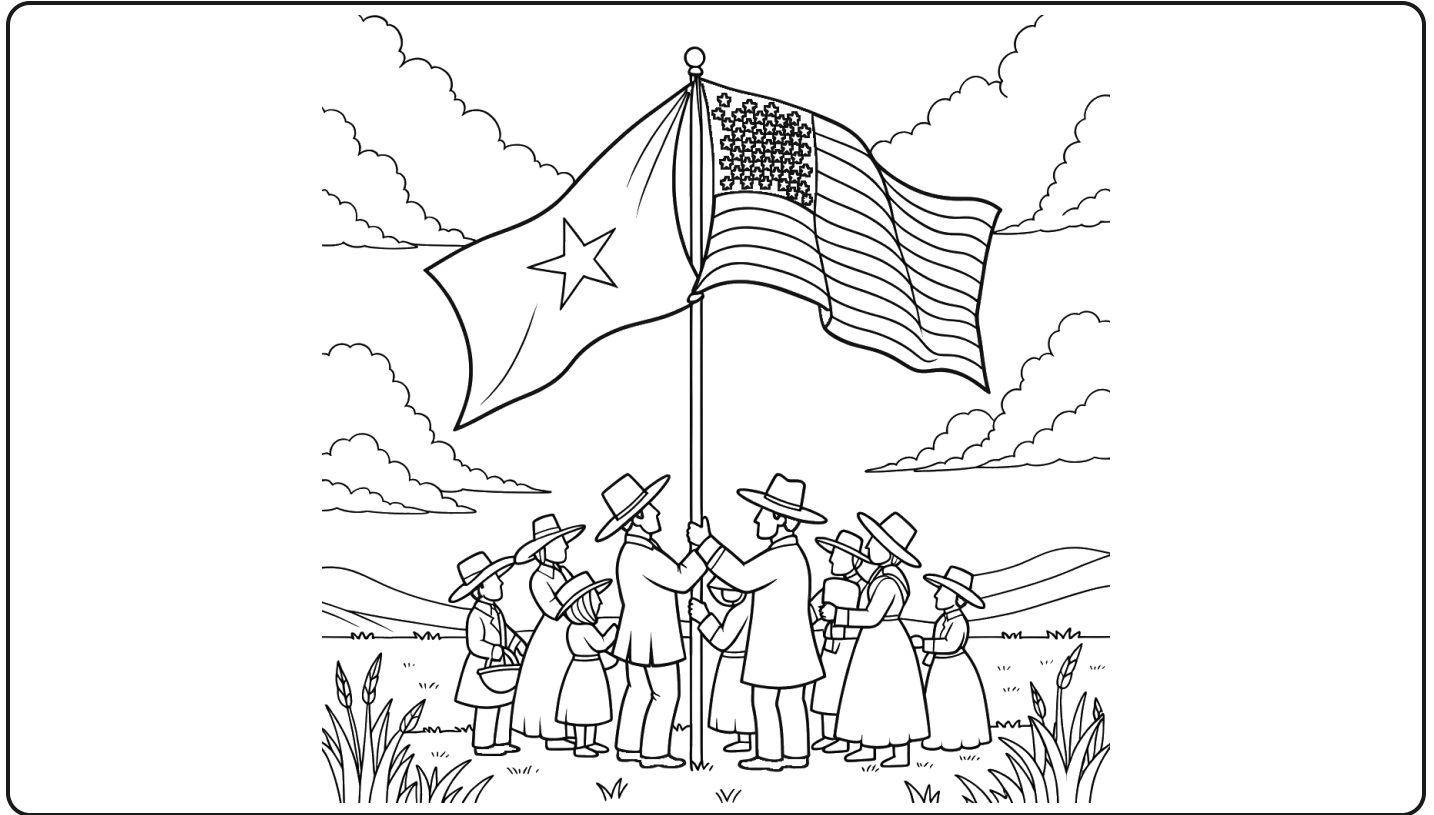
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Coloring with Purpose

Grade 4 • Cluster 3
A Lone Star Choice

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *A Lone Star Choice*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 4.10A, 4.7C, 4.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 4.10(A): Explain the author's purpose and message within a text.

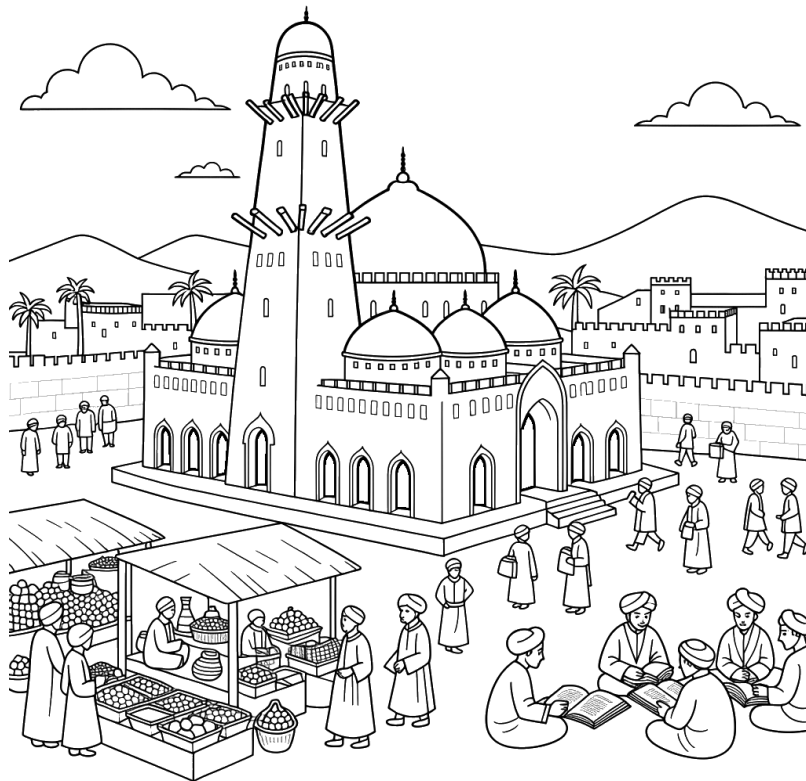
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *The Wealth of Mansa Musa*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 4.10A, 4.7C, 4.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 4.10(A): Explain the author's purpose and message within a text.

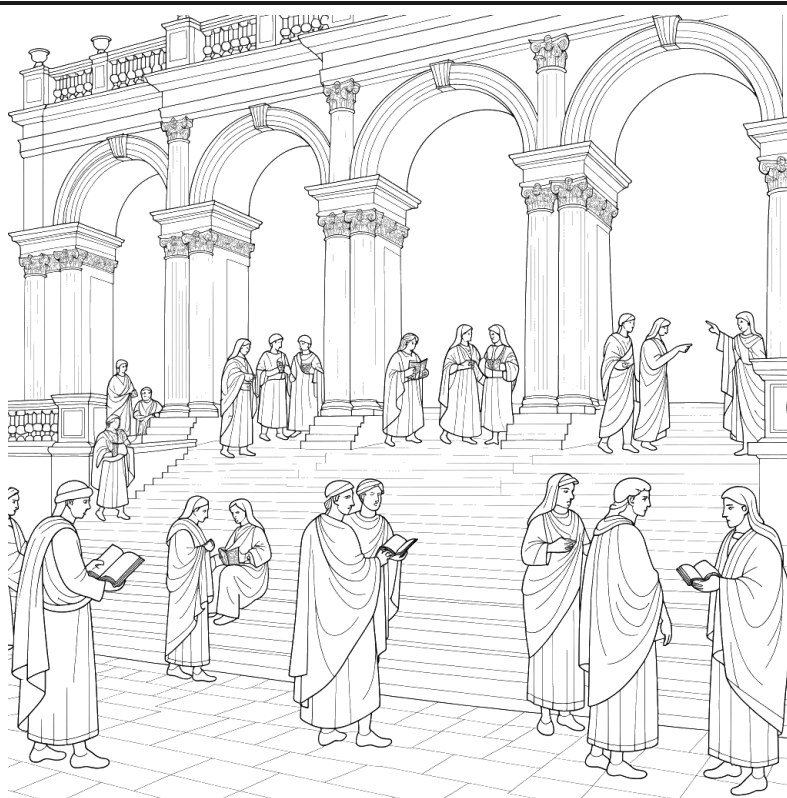
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Coloring with Purpose

Grade 4 • Cluster 5
Looking Back to Move Forward

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *Looking Back to Move Forward*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 4.10A, 4.7C, 4.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 4.10(A): Explain the author's purpose and message within a text.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *A Day That Changed*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 4.10A, 4.7C, 4.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 4.10(A): Explain the author's purpose and message within a text.

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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *The Roads Between Us*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 4.10A, 4.7C, 4.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 4.10(A): Explain the author's purpose and message within a text.

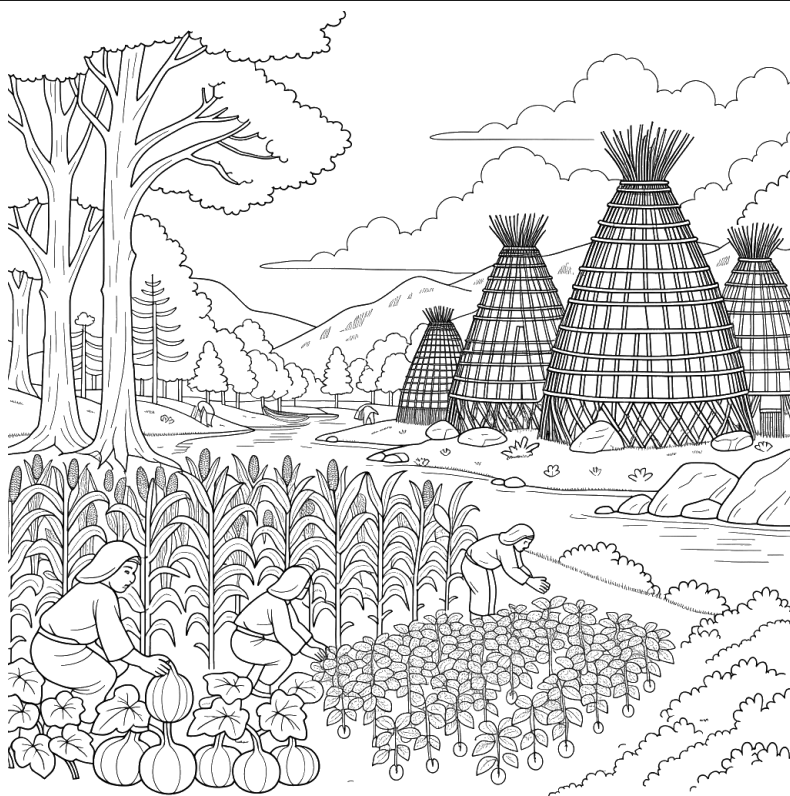
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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *What Shapes a Society?*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 4.10A, 4.7C, 4.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 4.10(A): Explain the author's purpose and message within a text.

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TEKS SECTION

TEKS 4.10(D)

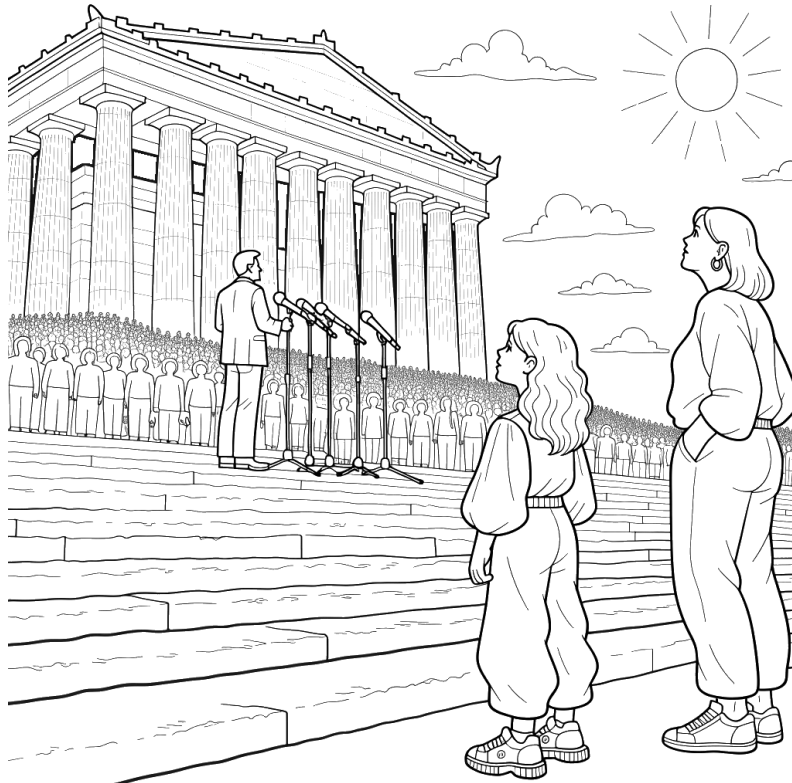
Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

Activity	Passage (Cluster)	Page
Word Picture	Dream (Prepare)	199
Word Picture	A Promise Written Long Ago (Cluster 1)	200
Word Picture	The Energy We Use Everyday (Cluster 2)	201
Word Picture	A Lone Star Choice (Cluster 3)	202
Word Picture	The Wealth of Mansa Musa (Cluster 4)	203
Word Picture	Looking Back to Move Forward (Cluster 5)	204
Word Picture	A Day That Changed (Cluster 6)	205
Word Picture	The Roads Between Us (Cluster 7)	206
Word Picture	What Shapes a Society? (Cluster 8)	207

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Name: _____

Date: _____



Word Picture

1. Reread *Dream*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

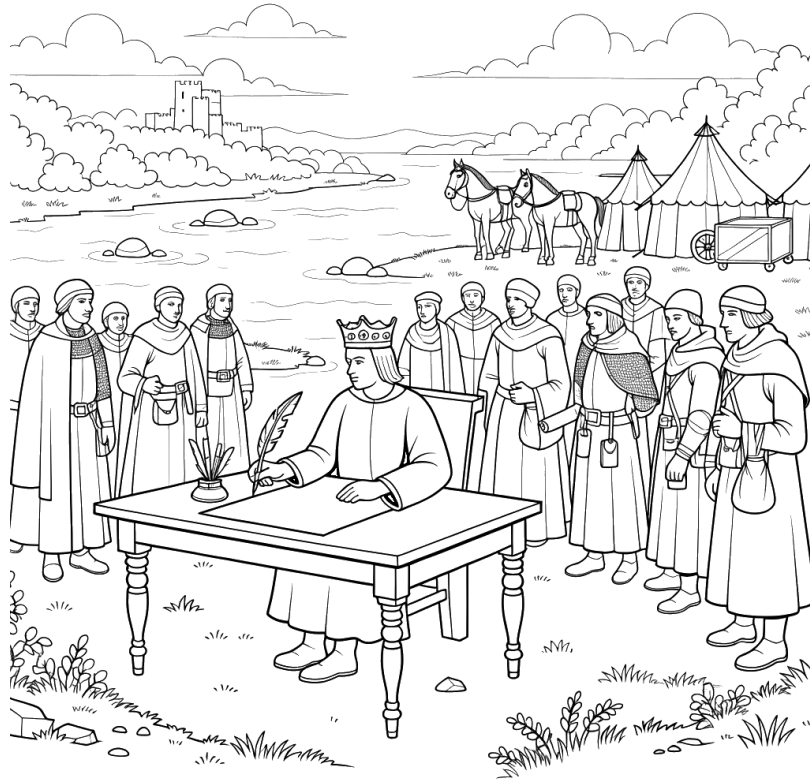
TEKS Connection: 4.10D, 4.7C, 4.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 4.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

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Name: _____

Date: _____



Word Picture

1. Reread *A Promise Written Long Ago*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 4.10D, 4.7C, 4.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 4.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

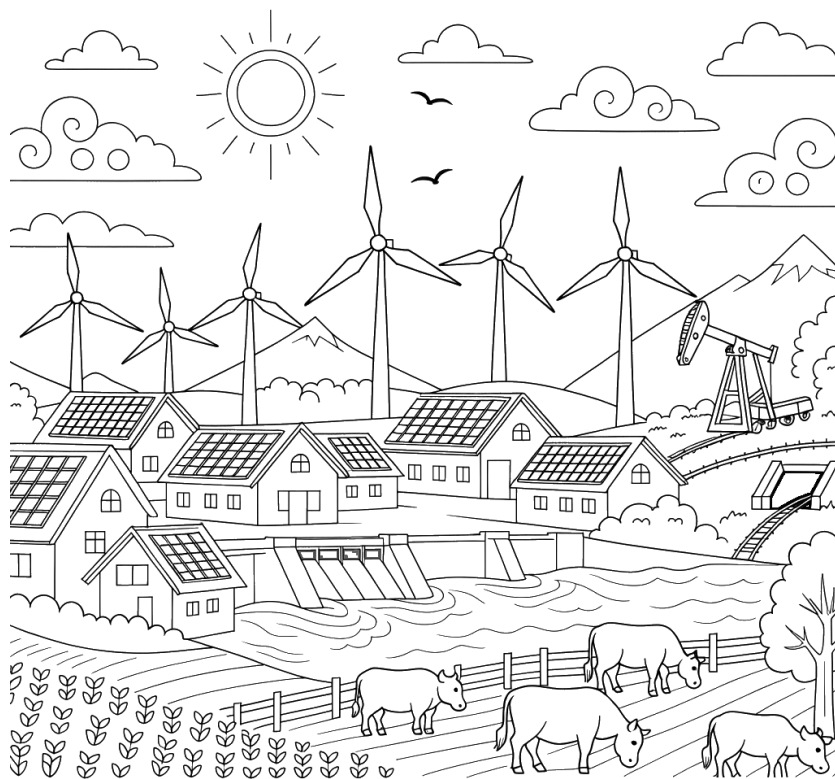
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Coloring with Purpose

Grade 4 • Cluster 2
The Energy We Use Everyday

Name: _____

Date: _____



Word Picture

1. Reread *The Energy We Use Everyday*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

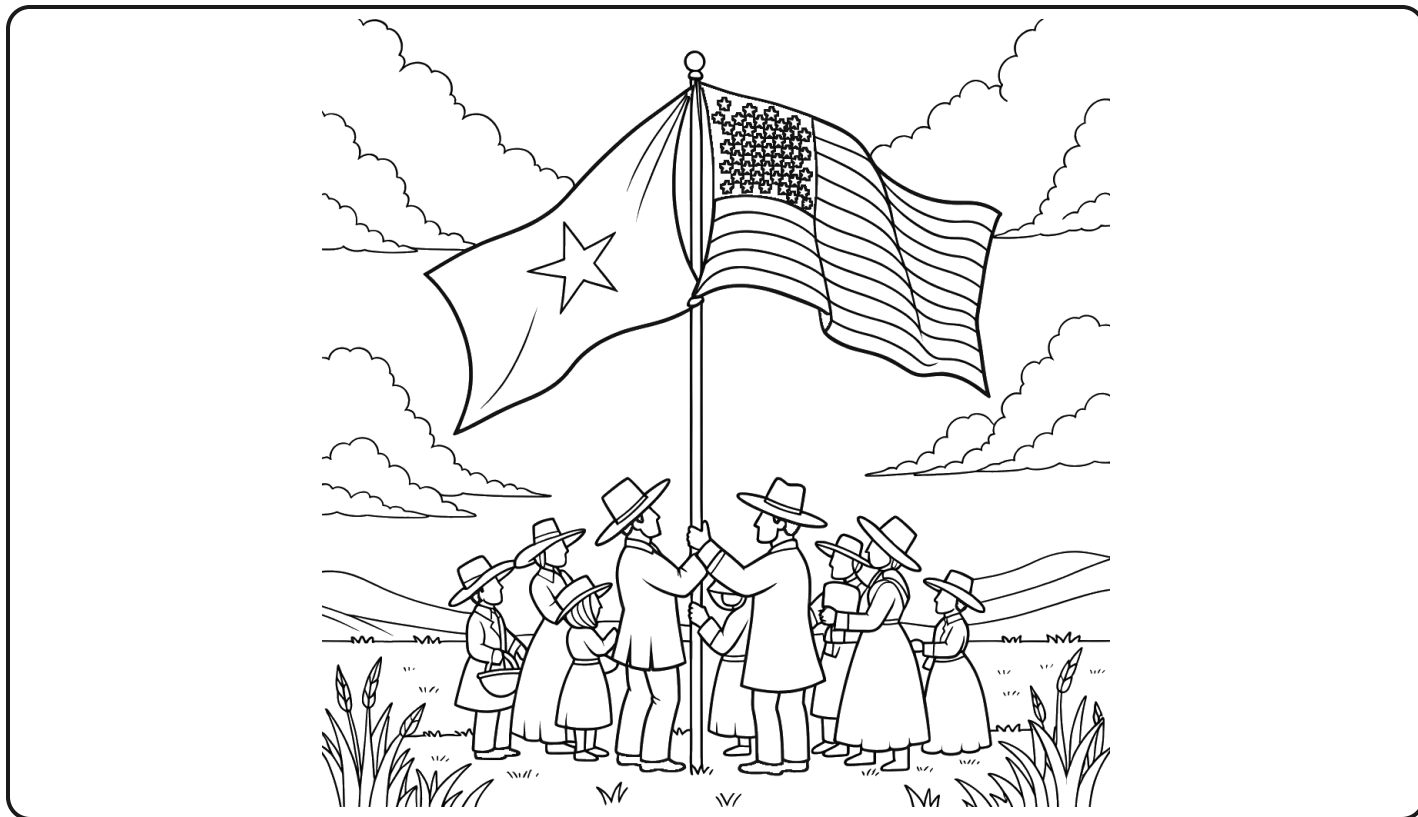
TEKS Connection: 4.10D, 4.7C, 4.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 4.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

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Name: _____

Date: _____



Word Picture

1. Reread *A Lone Star Choice*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 4.10D, 4.7C, 4.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 4.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

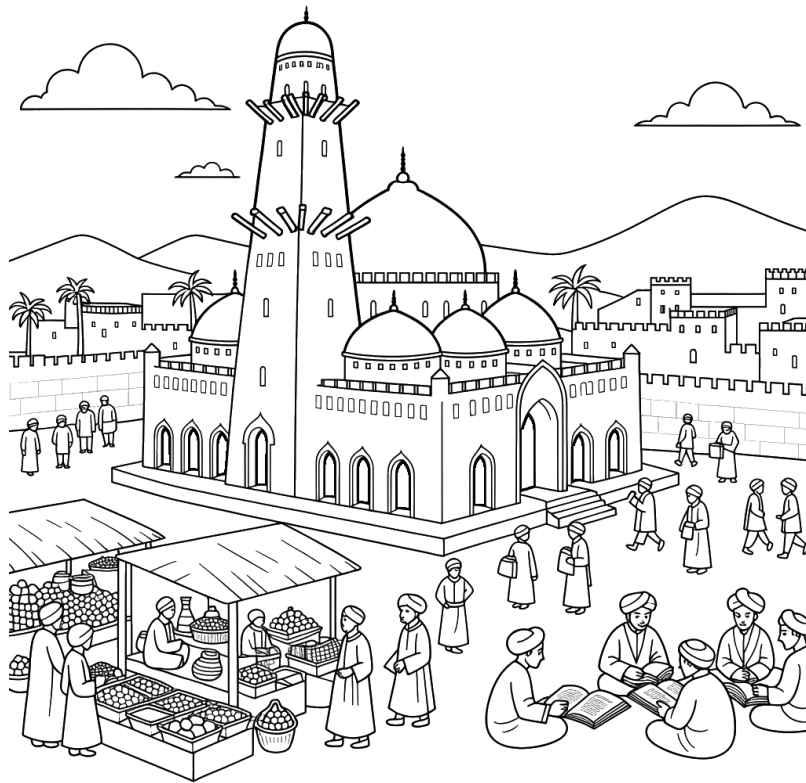
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Coloring with Purpose

Grade 4 • Cluster 4
The Wealth of Mansa Musa

Name: _____

Date: _____



Word Picture

1. Reread *The Wealth of Mansa Musa*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

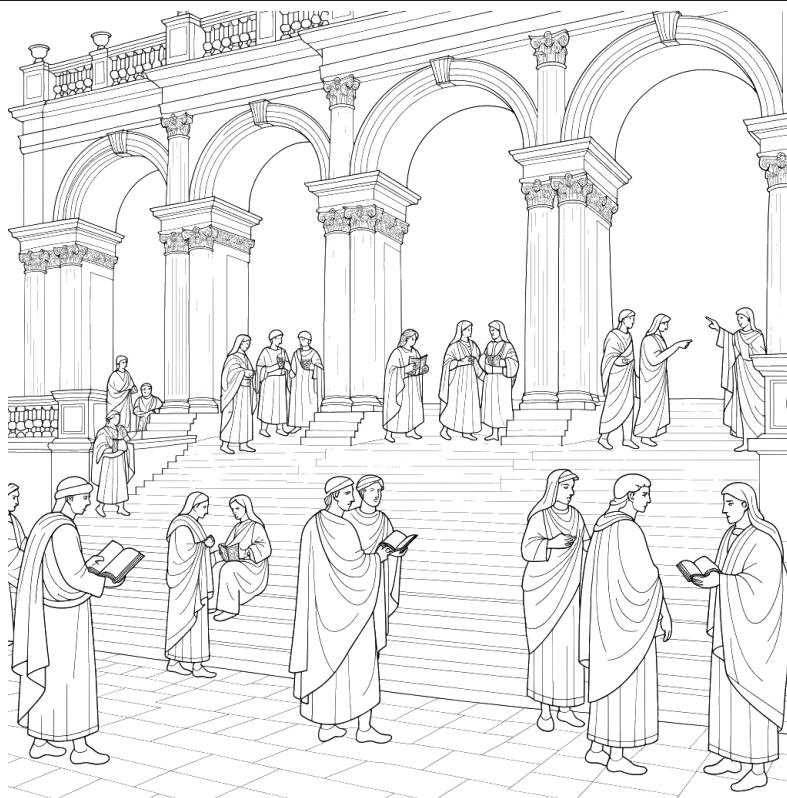
TEKS Connection: 4.10D, 4.7C, 4.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 4.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

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Name: _____

Date: _____



Word Picture

1. Reread *Looking Back to Move Forward*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 4.10D, 4.7C, 4.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 4.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

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Coloring with Purpose

Grade 4 • Cluster 6
A Day That Changed

Name: _____

Date: _____



Word Picture

1. Reread *A Day That Changed*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 4.10D, 4.7C, 4.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 4.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

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Coloring with Purpose

Grade 4 • Cluster 7
The Roads Between Us

Name: _____

Date: _____



Word Picture

1. Reread *The Roads Between Us*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 4.10D, 4.7C, 4.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 4.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

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Coloring with Purpose

Grade 4 • Cluster 8
What Shapes a Society?

Name: _____

Date: _____



Word Picture

1. Reread *What Shapes a Society?*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 4.10D, 4.7C, 4.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 4.10(D): Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

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Page 10 • Vocabulary Labeling • TEKS 4.3(B) • Dream (Prepare)

Meanings: memorial = a building that helps people remember someone; justice = fair treatment for everyone; freedom = being free to make choices; gathered = came together in one place. Labels: memorial: the building with columns; justice and freedom: what the speaker talks about; gathered: the crowd.

Page 11 • Vocabulary Labeling • TEKS 4.3(B) • A Promise Written Long Ago (Cluster 1)

Meanings: barons = powerful landowners; document = an important written paper; trial = a fair hearing in court; justice = fairness under the law. Labels: barons: the men around the table; document: the Magna Carta; trial and justice: the rights the document protects.

Page 12 • Vocabulary Labeling • TEKS 4.3(B) • The Energy We Use Everyday (Cluster 2)

Meanings: renewable = able to be replaced over time; nonrenewable = not able to be replaced quickly; pollution = harm to air, water, or land; generate = to make or produce. Labels: renewable: the wind turbines, sun, and river; nonrenewable: the oil pump and coal mine; generate: the turbines making electricity; pollution: what burning coal and oil can cause.

Page 13 • Vocabulary Labeling • TEKS 4.3(B) • A Lone Star Choice (Cluster 3)

Meanings: republic = a country whose people choose leaders; battles = fights in a war; history = the story of the past; vast = very large. Labels: republic: Texas before it joined; history: the choice being made; battles and vast: the war and its big effects.

Page 14 • Vocabulary Labeling • TEKS 4.3(B) • The Wealth of Mansa Musa (Cluster 4)

Meanings: kingdom = a land ruled by a king; trade = buying, selling, or swapping goods; pilgrimage = a journey to a holy place; wealthy = very rich. Labels: kingdom: Mali; trade: the traders in the market; wealthy: the goods and gold; pilgrimage: Mansa Musa's trip to Mecca.

Page 15 • Vocabulary Labeling • TEKS 4.3(B) • Looking Back to Move Forward (Cluster 5)

Meanings: ancient = from a very long time ago; Renaissance = a time of new ideas in Europe; citizens = members of a country; expressions = looks on people's faces. Labels: ancient: the thinkers in robes; Renaissance: when the painting was made; expressions: the thinkers' faces; citizens: people who should have a voice.

Page 16 • Vocabulary Labeling • TEKS 4.3(B) • A Day That Changed (Cluster 6)

Meanings: weather = the condition of the air at one time and place; climate = the usual weather of a place over a long time; atmosphere = the air around Earth; temperature = how hot or cold it is. Labels: weather: the clouds and wind; atmosphere: the sky; temperature: the cooler air; climate: the usual hot summers of Jayden's area.

Page 17 • Vocabulary Labeling • TEKS 4.3(B) • The Roads Between Us (Cluster 7)

Meanings: pottery = bowls and pots made of clay; precious = very valuable; gale = a very strong wind; pathways = roads or routes. Labels: pottery: the clay pots in the canoes; pathways: the river; precious and gale: words from other stanzas about gold and stormy seas.

Page 18 • Vocabulary Labeling • TEKS 4.3(B) • What Shapes a Society? (Cluster 8)

Meanings: geography = the land, water, and climate of a place; fertile = good for growing crops; resources = things people use to live; timber = wood from trees. Labels: geography: the river and forest; fertile: the fields; resources: the corn, beans, and squash; timber: the forest trees.

Answer Key (continued)

Page 20 • Ask the Picture • TEKS 4.6(B) • Dream (Prepare)

Model question: Why did everyone come to the Lincoln Memorial? Answer sentence: "Because they want America to be fair for everyone" Accept any question answered by the passage.

Page 21 • Ask the Picture • TEKS 4.6(B) • A Promise Written Long Ago (Cluster 1)

Model question: What right did the Magna Carta protect? Answer sentence: "For example, it said that free men could not be punished without a lawful judgment." Accept any question answered by the passage.

Page 22 • Ask the Picture • TEKS 4.6(B) • The Energy We Use Everyday (Cluster 2)

Model question: Why can nonrenewable resources not be replaced quickly? Answer sentence: "Because they take so long to develop, they cannot be replaced quickly once they are used." Accept any question answered by the passage.

Page 23 • Ask the Picture • TEKS 4.6(B) • A Lone Star Choice (Cluster 3)

Model question: Why did a war begin after Texas joined the U.S.? Answer sentence: "But Mexico did not agree," Accept any question answered by the passage.

Page 24 • Ask the Picture • TEKS 4.6(B) • The Wealth of Mansa Musa (Cluster 4)

Model question: Why was Mali so wealthy? Answer sentence: "Mali became wealthy because it controlled important trade routes." Accept any question answered by the passage.

Page 25 • Ask the Picture • TEKS 4.6(B) • Looking Back to Move Forward (Cluster 5)

Model question: Who are the people in the painting? Answer sentence: "They are thinkers from ancient Greece and Rome" Accept any question answered by the passage.

Page 26 • Ask the Picture • TEKS 4.6(B) • A Day That Changed (Cluster 6)

Model question: What is weather? Answer sentence: "Weather describes the condition of the atmosphere at a certain time and place." Accept any question answered by the passage.

Page 27 • Ask the Picture • TEKS 4.6(B) • The Roads Between Us (Cluster 7)

Model question: What do the camels carry? Answer sentence: "They carry salt and precious gold," Accept any question answered by the passage.

Page 28 • Ask the Picture • TEKS 4.6(B) • What Shapes a Society? (Cluster 8)

Model question: How can location affect a society? Answer sentence: "The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel." Accept any question answered by the passage.

Page 30 • What Happens Next • TEKS 4.6(C) • Dream (Prepare)

Model prediction: The speech ends, and people cheer and hug. Clue: "His voice was strong and steady." Confirming sentence: "When the speech ended, people cheered and hugged one another."

Page 31 • What Happens Next • TEKS 4.6(C) • A Promise Written Long Ago (Cluster 1)

Model prediction: The ideas of the Magna Carta spread and later shape the U.S. Constitution. Clue: "Hundreds of years later, the ideas from the Magna Carta influenced other governments." Confirming sentence: "Leaders in the United States used similar ideas when creating the U.S. Constitution."

Page 32 • What Happens Next • TEKS 4.6(C) • The Energy We Use Everyday (Cluster 2)

Model prediction: The passage explains nonrenewable resources like coal and oil and the pollution they can cause. Clue: "Other resources are known as nonrenewable." Confirming sentence: "These include coal, oil, and natural gas, which form deep underground over millions of years."

Page 33 • What Happens Next • TEKS 4.6(C) • A Lone Star Choice (Cluster 3)

Model prediction: Mexico disagrees, and a war begins. Clue: "But Mexico did not agree," Confirming sentence: "Soon a war began to rise,"

Answer Key (continued)

Page 34 • What Happens Next • TEKS 4.6(C) • The Wealth of Mansa Musa (Cluster 4)

Model prediction: Mansa Musa travels to Mecca and gives away gold, and the world notices Mali's wealth. Clue: "Mansa Musa made smart choices that helped his kingdom grow." Confirming sentence: "His actions made many people notice how wealthy Mali was."

Page 35 • What Happens Next • TEKS 4.6(C) • Looking Back to Move Forward (Cluster 5)

Model prediction: Ava's teacher explains why people looked back at ancient ideas during the Renaissance. Clue: "Why would people look back at the past?" Confirming sentence: "Her teacher explained that the Renaissance was a time of change in Europe."

Page 36 • What Happens Next • TEKS 4.6(C) • A Day That Changed (Cluster 6)

Model prediction: Rain starts, and the students go inside. Clue: "But just before lunch, the conditions began to change." Confirming sentence: "Soon, light rain began to fall, and teachers quickly moved everyone inside."

Page 37 • What Happens Next • TEKS 4.6(C) • The Roads Between Us (Cluster 7)

Model prediction: Ships sail across the water carrying people, goods, and ideas. Clue: "Can travel far to meet a need." Confirming sentence: "Across the water, ships may sail,"

Page 38 • What Happens Next • TEKS 4.6(C) • What Shapes a Society? (Cluster 8)

Model prediction: The Caddo use the forest to build homes and tools. Clue: "Forests can provide timber." Confirming sentence: "Forests supplied materials that could be used for homes, tools, and other needs."

Page 40 • Connection Corner • TEKS 4.6(E) • Dream (Prepare)

Look-fors: Personal: a time the student heard words that inspired them. Other text: Looking Back to Move Forward also shows people hoping for fairness. Society: people still gather to speak up for fairness.

Page 41 • Connection Corner • TEKS 4.6(E) • A Promise Written Long Ago (Cluster 1)

Look-fors: Personal: a time the student wanted a rule to be fair for everyone. Other text: A Lone Star Choice also shows choices that shaped government. Society: the Constitution still limits government power today.

Page 42 • Connection Corner • TEKS 4.6(E) • The Energy We Use Everyday (Cluster 2)

Look-fors: Personal: ways the student uses energy at home. Other text: What Shapes a Society? also explains how people use resources. Society: communities build wind and solar farms today.

Page 43 • Connection Corner • TEKS 4.6(E) • A Lone Star Choice (Cluster 3)

Look-fors: Personal: a big choice the student or their family made. Other text: A Promise Written Long Ago also shows a choice that shaped government. Society: Texas history still shapes the state today.

Page 44 • Connection Corner • TEKS 4.6(E) • The Wealth of Mansa Musa (Cluster 4)

Look-fors: Personal: something the student has traded or shared. Other text: The Roads Between Us also tells about camels carrying salt and gold. Society: trade still connects countries today.

Page 45 • Connection Corner • TEKS 4.6(E) • Looking Back to Move Forward (Cluster 5)

Look-fors: Personal: a picture or object that taught the student something. Other text: A Promise Written Long Ago also shows ideas about fair government. Society: museums help people learn from the past.

Page 46 • Connection Corner • TEKS 4.6(E) • A Day That Changed (Cluster 6)

Look-fors: Personal: a day when the weather surprised the student. Other text: What Shapes a Society? also explains how climate affects people. Society: weather reports help people plan each day.

Page 47 • Connection Corner • TEKS 4.6(E) • The Roads Between Us (Cluster 7)

Look-fors: Personal: something the student learned from someone from another place. Other text: The Wealth of Mansa Musa also tells about trade across the desert. Society: roads and the internet connect people today.

Answer Key (continued)

Page 48 • Connection Corner • TEKS 4.6(E) • What Shapes a Society? (Cluster 8)

Look-fors: Personal: what the land and weather are like where the student lives. Other text: The Energy We Use Everyday also explains natural resources. Society: cities still grow near rivers and coasts.

Page 50 • Cause and Effect Panels • TEKS 4.6(F) • Dream (Prepare)

Effect: Mama's eyes filled with tears because she wanted that dream for her family. Sentence: "Tears filled her eyes."

Page 51 • Cause and Effect Panels • TEKS 4.6(F) • A Promise Written Long Ago (Cluster 1)

Effect: The barons forced him to meet them and agree to the Magna Carta. Sentence: "So, they forced King John to meet them at Runnymede."

Page 52 • Cause and Effect Panels • TEKS 4.6(F) • The Energy We Use Everyday (Cluster 2)

Effect: Pollution and damage to the environment. Sentence: "However, their use can lead to pollution and environmental damage."

Page 53 • Cause and Effect Panels • TEKS 4.6(F) • A Lone Star Choice (Cluster 3)

Effect: Mexico did not agree, and a war began. Sentence: "Soon a war began to rise,"

Page 54 • Cause and Effect Panels • TEKS 4.6(F) • The Wealth of Mansa Musa (Cluster 4)

Effect: More people and goods came into Mali, and cities grew. Sentence: "He made sure traders could move safely, which brought more people and goods into Mali."

Page 55 • Cause and Effect Panels • TEKS 4.6(F) • Looking Back to Move Forward (Cluster 5)

Effect: They began to believe citizens should have a voice in government. Sentence: "They began to believe that citizens should have a voice."

Page 56 • Cause and Effect Panels • TEKS 4.6(F) • A Day That Changed (Cluster 6)

Effect: Light rain began to fall, and everyone went inside. Sentence: "Soon, light rain began to fall, and teachers quickly moved everyone inside."

Page 57 • Cause and Effect Panels • TEKS 4.6(F) • The Roads Between Us (Cluster 7)

Effect: Friendships grow. Sentence: "And friendships grow because they cared."

Page 58 • Cause and Effect Panels • TEKS 4.6(F) • What Shapes a Society? (Cluster 8)

Effect: They grew crops and traveled by river. Sentence: "Rivers provided water and helped people move from place to place."

Page 59 • Feelings Faces • TEKS 4.6(F) • A Promise Written Long Ago (Cluster 1)

Feeling: pressured and unhappy, because the barons forced him to follow rules. Evidence: "So, they forced King John to meet them at Runnymede."

Page 60 • Feelings Faces • TEKS 4.6(F) • The Energy We Use Everyday (Cluster 2)

Feeling: responsible and thoughtful. Evidence: "Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use."

Page 61 • Feelings Faces • TEKS 4.6(F) • A Lone Star Choice (Cluster 3)

Feeling: unsure and worried. Evidence: "Now standing alone, unsure where to go."

Page 62 • Feelings Faces • TEKS 4.6(F) • The Wealth of Mansa Musa (Cluster 4)

Feeling: generous. Evidence: "During this journey, he gave away large amounts of gold to people in need."

Page 63 • Feelings Faces • TEKS 4.6(F) • Looking Back to Move Forward (Cluster 5)

Feeling: curious and interested. Evidence: "Ava leaned forward as her teacher showed a painting on the board."

Answer Key (continued)

Page 64 • Feelings Faces • TEKS 4.6(F) • A Day That Changed (Cluster 6)

Feeling: excited at first, then confused. Evidence: "Jayden woke up early, excited for field day." Also: "Jayden looked up, confused."

Page 65 • Feelings Faces • TEKS 4.6(F) • The Roads Between Us (Cluster 7)

Feeling: curious and open to learning. Evidence: "A traveler watches, listens, learns."

Page 66 • Feelings Faces • TEKS 4.6(F) • What Shapes a Society? (Cluster 8)

Feeling: busy and hardworking. Evidence: "Families grew crops such as corn, beans, and squash."

Page 68 • Find the Extra Detail • TEKS 4.6(I) • Dream (Prepare)

Extra detail: the fireworks. The story tells about the crowd, the sun, and the speech, but never fireworks.

Page 69 • Find the Extra Detail • TEKS 4.6(I) • A Promise Written Long Ago (Cluster 1)

Extra detail: the sailing ship. The passage tells about King John, the barons, and the document at Runnymede, but never a ship.

Page 70 • Find the Extra Detail • TEKS 4.6(I) • The Energy We Use Everyday (Cluster 2)

Extra detail: the nuclear power plant. The passage names wind, water, sunlight, plants, animals, coal, oil, and natural gas, but never nuclear power.

Page 71 • Find the Extra Detail • TEKS 4.6(I) • A Lone Star Choice (Cluster 3)

Extra detail: the rodeo bull rider. The poem tells about leaders, the choice to join the U.S., and a war, but never a rodeo.

Page 72 • Find the Extra Detail • TEKS 4.6(I) • The Wealth of Mansa Musa (Cluster 4)

Extra detail: the pyramids. The passage tells about Mali, Timbuktu, the Sahara, and Mecca, but never pyramids.

Page 73 • Find the Extra Detail • TEKS 4.6(I) • Looking Back to Move Forward (Cluster 5)

Extra detail: the knight on horseback. The story says the painting shows people reading, talking, and pointing, but never a knight.

Page 74 • Find the Extra Detail • TEKS 4.6(I) • A Day That Changed (Cluster 6)

Extra detail: the lightning. The story tells about wind, gray clouds, and light rain, but never lightning.

Page 75 • Find the Extra Detail • TEKS 4.6(I) • The Roads Between Us (Cluster 7)

Extra detail: the steam train. The poem tells about canoes, camels, and ships, but never a train.

Page 76 • Find the Extra Detail • TEKS 4.6(I) • What Shapes a Society? (Cluster 8)

Extra detail: the covered wagon. The passage tells about rivers, forests, fertile land, and crops, but never a wagon.

Page 78 • Find the Missing Detail • TEKS 4.7(C) • Dream (Prepare)

Missing detail: the Lincoln Memorial (draw it behind the speaker). Proof sentence: "Others talked quietly while we waited near the Lincoln Memorial."

Page 79 • Find the Missing Detail • TEKS 4.7(C) • A Promise Written Long Ago (Cluster 1)

Missing detail: the Magna Carta document being sealed (draw it on the table in front of the king). Proof sentence: "There, the Magna Carta was agreed to and sealed."

Page 80 • Find the Missing Detail • TEKS 4.7(C) • The Energy We Use Everyday (Cluster 2)

Missing detail: the wind turbines (draw it on the empty hills). Proof sentence: "The sun provides energy each day, and wind can be used to generate electricity."

Page 81 • Find the Missing Detail • TEKS 4.7(C) • A Lone Star Choice (Cluster 3)

Missing detail: the U.S. flag being raised (Texas joining the U.S.) (draw it on the empty flagpole). Proof sentence: "Texas joined the U.S., a choice that stayed."

Answer Key (continued)

Page 82 • Find the Missing Detail • TEKS 4.7(C) • The Wealth of Mansa Musa (Cluster 4)

Missing detail: the gold he gives to people in need (draw it in Mansa Musa's hands, going to the people). Proof sentence: "During this journey, he gave away large amounts of gold to people in need."

Page 83 • Find the Missing Detail • TEKS 4.7(C) • Looking Back to Move Forward (Cluster 5)

Missing detail: the people reading (draw it holding books among the thinkers). Proof sentence: "Some people were reading."

Page 84 • Find the Missing Detail • TEKS 4.7(C) • A Day That Changed (Cluster 6)

Missing detail: the gray clouds (draw it across the sky). Proof sentence: "The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky."

Page 85 • Find the Missing Detail • TEKS 4.7(C) • The Roads Between Us (Cluster 7)

Missing detail: the canoes (draw it on the river). Proof sentence: "Along the rivers, canoes glide,"

Page 86 • Find the Missing Detail • TEKS 4.7(C) • What Shapes a Society? (Cluster 8)

Missing detail: the river (draw it beside the village). Proof sentence: "Rivers provided water and helped people move from place to place."

Page 87 • Color the Evidence • TEKS 4.7(C) • Dream (Prepare)

Color: the crowd standing shoulder to shoulder; the hot sun; the people with signs. Leave the building and the ground uncolored. Proof sentences may include: "Everywhere I looked, people stood shoulder to shoulder." "Some carried signs." "The August sun felt hot on my face."

Page 88 • Color the Evidence • TEKS 4.7(C) • A Promise Written Long Ago (Cluster 1)

Color: the document; the king signing; the barons watching. Leave the tents, the horses, and the sky uncolored. Proof sentences may include: "There, the Magna Carta was agreed to and sealed." "They believed even the king should not have complete power."

Page 89 • Color the Evidence • TEKS 4.7(C) • The Energy We Use Everyday (Cluster 2)

Color: the wind turbines; the sun and solar panels; the river water; the plants and animals. Leave the oil pump and the coal mine uncolored. Proof sentences may include: "Examples include wind, water, sunlight, plants, and animals." "Renewable resources can be replaced over time and used again."

Page 90 • Color the Evidence • TEKS 4.7(C) • A Lone Star Choice (Cluster 3)

Color: the U.S. flag; the flag with one star; the people celebrating. Leave the grass and the sky uncolored. Proof sentences may include: "Texas joined the U.S., a choice that stayed." "In 1845, a change was made,"

Page 91 • Color the Evidence • TEKS 4.7(C) • The Wealth of Mansa Musa (Cluster 4)

Color: the traders and their goods; the people studying; the busy market. Leave the sky and the ground uncolored. Proof sentences may include: "As a result, cities like Timbuktu became busy and important places." "Timbuktu was also known for learning, where people studied subjects like math, science, and religion."

Page 92 • Color the Evidence • TEKS 4.7(C) • Looking Back to Move Forward (Cluster 5)

Color: the people reading; the people talking; the people pointing. Leave the building and the steps uncolored. Proof sentences may include: "Some people were reading." "Others were talking." "A few were pointing as if they were explaining ideas."

Page 93 • Color the Evidence • TEKS 4.7(C) • A Day That Changed (Cluster 6)

Color: the gray clouds; the trees bending in the wind; the blowing papers. Leave the students and the grass uncolored. Proof sentences may include: "The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky." "The temperature dropped, and the air felt cooler against his skin."

Answer Key (continued)

Page 94 • Color the Evidence • TEKS 4.7(C) • The Roads Between Us (Cluster 7)

Color: the canoes; the food; the pottery and baskets. Leave the trees and the water uncolored. Proof sentences may include: "With food and pottery tucked inside." "Can travel far to meet a need."

Page 95 • Color the Evidence • TEKS 4.7(C) • What Shapes a Society? (Cluster 8)

Color: the river; the forest; the fertile fields; the corn, beans, and squash. Leave the sky and the people uncolored. Proof sentences may include: "Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life." "Families grew crops such as corn, beans, and squash."

Page 96 • Compare Two Pictures • TEKS 4.7(C) • Dream (Prepare)

Picture 1 matches the passage. Picture 2 adds the fireworks. The story tells about the crowd, the sun, and the speech, but never fireworks. Differences circled will vary; accept any three real differences.

Page 97 • Compare Two Pictures • TEKS 4.7(C) • A Promise Written Long Ago (Cluster 1)

Picture 1 matches the passage. Picture 2 adds the sailing ship. The passage tells about King John, the barons, and the document at Runnymede, but never a ship. Differences circled will vary; accept any three real differences.

Page 98 • Compare Two Pictures • TEKS 4.7(C) • The Energy We Use Everyday (Cluster 2)

Picture 1 matches the passage. Picture 2 adds the nuclear power plant. The passage names wind, water, sunlight, plants, animals, coal, oil, and natural gas, but never nuclear power. Differences circled will vary; accept any three real differences.

Page 99 • Compare Two Pictures • TEKS 4.7(C) • A Lone Star Choice (Cluster 3)

Picture 1 matches the passage. Picture 2 adds the rodeo bull rider. The poem tells about leaders, the choice to join the U.S., and a war, but never a rodeo. Differences circled will vary; accept any three real differences.

Page 100 • Compare Two Pictures • TEKS 4.7(C) • The Wealth of Mansa Musa (Cluster 4)

Picture 1 matches the passage. Picture 2 adds the pyramids. The passage tells about Mali, Timbuktu, the Sahara, and Mecca, but never pyramids. Differences circled will vary; accept any three real differences.

Page 101 • Compare Two Pictures • TEKS 4.7(C) • Looking Back to Move Forward (Cluster 5)

Picture 1 matches the passage. Picture 2 adds the knight on horseback. The story says the painting shows people reading, talking, and pointing, but never a knight. Differences circled will vary; accept any three real differences.

Page 102 • Compare Two Pictures • TEKS 4.7(C) • A Day That Changed (Cluster 6)

Picture 1 matches the passage. Picture 2 adds the lightning. The story tells about wind, gray clouds, and light rain, but never lightning. Differences circled will vary; accept any three real differences.

Page 103 • Compare Two Pictures • TEKS 4.7(C) • The Roads Between Us (Cluster 7)

Picture 1 matches the passage. Picture 2 adds the steam train. The poem tells about canoes, camels, and ships, but never a train. Differences circled will vary; accept any three real differences.

Page 104 • Compare Two Pictures • TEKS 4.7(C) • What Shapes a Society? (Cluster 8)

Picture 1 matches the passage. Picture 2 adds the covered wagon. The passage tells about rivers, forests, fertile land, and crops, but never a wagon. Differences circled will vary; accept any three real differences.

Page 106 • Paraphrase the Picture • TEKS 4.7(D) • Dream (Prepare)

Model paraphrase: A nine-year-old goes with Mama to hear Dr. King speak, sees why Mama cares so much, and decides the dream of fairness belongs to everyone. Look-fors: own words, key details in logical order, meaning kept.

Page 107 • Paraphrase the Picture • TEKS 4.7(D) • A Promise Written Long Ago (Cluster 1)

Model paraphrase: In 1215, barons made King John agree to the Magna Carta, which said even the king must follow the law, and its ideas later shaped the U.S. Constitution. Look-fors: own words, key details in logical order, meaning kept.

Answer Key (continued)

Page 108 • Paraphrase the Picture • TEKS 4.7(D) • The Energy We Use Everyday (Cluster 2)

Model paraphrase: The energy we use comes from renewable resources like wind and sun, which can be replaced, and nonrenewable ones like coal and oil, which can run out, so we must choose carefully. Look-fors: own words, key details in logical order, meaning kept.

Page 109 • Paraphrase the Picture • TEKS 4.7(D) • A Lone Star Choice (Cluster 3)

Model paraphrase: Texas was its own young country and had to decide whether to join the United States; it joined in 1845, which led to a war with Mexico and changed the map. Look-fors: own words, key details in logical order, meaning kept.

Page 110 • Paraphrase the Picture • TEKS 4.7(D) • The Wealth of Mansa Musa (Cluster 4)

Model paraphrase: Mansa Musa ruled Mali, which grew rich from gold and salt trade; he kept traders safe, cities like Timbuktu grew, and his famous trip to Mecca showed the world Mali's wealth. Look-fors: own words, key details in logical order, meaning kept.

Page 111 • Paraphrase the Picture • TEKS 4.7(D) • Looking Back to Move Forward (Cluster 5)

Model paraphrase: Ava studies a Renaissance painting and learns that people then looked back at ancient ideas, which changed art and made people think citizens should have a voice. Look-fors: own words, key details in logical order, meaning kept.

Page 112 • Paraphrase the Picture • TEKS 4.7(D) • A Day That Changed (Cluster 6)

Model paraphrase: Jayden's sunny field day turns windy and rainy, and his teacher explains that weather can change in hours while climate is the usual pattern over a long time. Look-fors: own words, key details in logical order, meaning kept.

Page 113 • Paraphrase the Picture • TEKS 4.7(D) • The Roads Between Us (Cluster 7)

Model paraphrase: Canoes, camels, and ships carry goods, news, and ideas between places, and when different paths meet, people share and grow. Look-fors: own words, key details in logical order, meaning kept.

Page 114 • Paraphrase the Picture • TEKS 4.7(D) • What Shapes a Society? (Cluster 8)

Model paraphrase: Where people live gives them chances and challenges; the Caddo used rivers, forests, and rich land in East Texas to farm, travel, and build. Look-fors: own words, key details in logical order, meaning kept.

Page 115 • Sequence the Scene • TEKS 4.7(D) • A Promise Written Long Ago (Cluster 1)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "The king collected heavy taxes and made unfair decisions." Step 2: "So, they forced King John to meet them at Runnymede." Step 3: "Leaders in the United States used similar ideas when creating the U.S. Constitution."

Page 116 • Sequence the Scene • TEKS 4.7(D) • The Energy We Use Everyday (Cluster 2)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "When you turn on lights, charge a device, or travel in a car, you are using energy produced from natural resources found on Earth." Step 2: "Some of these resources are called renewable." Step 3: "However, their use can lead to pollution and environmental damage."

Page 117 • Sequence the Scene • TEKS 4.7(D) • A Lone Star Choice (Cluster 3)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "Leaders talked both day and night," Step 2: "In 1845, a change was made," Step 3: "Soon a war began to rise,"

Page 118 • Sequence the Scene • TEKS 4.7(D) • The Wealth of Mansa Musa (Cluster 4)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable." Step 2: "As a result, cities like Timbuktu became busy and important places." Step 3: "One of the most famous parts of Mansa Musa's life was his trip to Mecca, called a pilgrimage."

Answer Key (continued)

Page 119 • Sequence the Scene • TEKS 4.7(D) • The Roads Between Us (Cluster 7)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "Along the rivers, canoes glide," Step 2: "Across the desert, camels go," Step 3: "Across the water, ships may sail,"

Page 120 • Sequence the Scene • TEKS 4.7(D) • What Shapes a Society? (Cluster 8)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "Different environments provide different possibilities." Step 2: "Families grew crops such as corn, beans, and squash." Step 3: "Forests supplied materials that could be used for homes, tools, and other needs."

Page 121 • Comic Strip Retell • TEKS 4.7(D) • Dream (Prepare)

Model: Beginning: The narrator and Mama wait in a huge crowd near the Lincoln Memorial. Middle: Dr. King speaks about his dream, and Mama cries because she wants that dream for her family. End: On the way home, the narrator decides a dream can belong to everyone.

Page 122 • Comic Strip Retell • TEKS 4.7(D) • A Promise Written Long Ago (Cluster 1)

Model: Beginning: In 1215, barons were unhappy with King John's heavy taxes and unfair decisions. Middle: They made him agree to the Magna Carta, which said the king must follow the law. End: Its ideas later helped shape the U.S. Constitution.

Page 123 • Comic Strip Retell • TEKS 4.7(D) • The Energy We Use Everyday (Cluster 2)

Model: Beginning: We use energy every day from natural resources. Middle: Renewable resources like wind and sun can be replaced, but they are not always available. End: Nonrenewable resources like coal and oil give steady energy but can cause pollution and run out.

Page 124 • Comic Strip Retell • TEKS 4.7(D) • A Lone Star Choice (Cluster 3)

Model: Beginning: Texas was a young republic, and leaders argued about joining the U.S. Middle: In 1845, Texas joined the U.S., but Mexico did not agree, and a war began. End: After the war, the U.S. gained land, and Texas stayed a state.

Page 125 • Comic Strip Retell • TEKS 4.7(D) • The Wealth of Mansa Musa (Cluster 4)

Model: Beginning: Mali, a kingdom in West Africa, grew rich from the gold and salt trade. Middle: Mansa Musa kept traders safe, and Timbuktu became a busy place of learning. End: His trip to Mecca showed the world how wealthy Mali was.

Page 126 • Comic Strip Retell • TEKS 4.7(D) • Looking Back to Move Forward (Cluster 5)

Model: Beginning: Ava looks at a painting called The School of Athens in class. Middle: Her teacher explains that Renaissance thinkers studied ideas from Greece and Rome. End: Ava sees that the painting shows a hopeful time when art and government ideas changed.

Page 127 • Comic Strip Retell • TEKS 4.7(D) • A Day That Changed (Cluster 6)

Model: Beginning: Jayden's field day starts sunny and warm. Middle: Before lunch, wind, gray clouds, and rain move in, and everyone goes inside. End: Ms. Rios explains weather and climate, and Jayden understands the difference.

Page 128 • Comic Strip Retell • TEKS 4.7(D) • The Roads Between Us (Cluster 7)

Model: Beginning: A traveler watches how goods, stories, and seeds travel to meet needs. Middle: Canoes, camels, and ships carry goods, news, and people. End: When different pathways meet, new thoughts travel too.

Page 129 • Comic Strip Retell • TEKS 4.7(D) • What Shapes a Society? (Cluster 8)

Model: Beginning: Every society begins in a place, and geography creates chances and challenges. Middle: Different environments give different resources, like water, timber, and fish. End: The Caddo used rivers, forests, and fertile land to farm, travel, and build.

Answer Key (continued)

Page 131 • Illustrator Alert! • TEKS 4.7(E) • Dream (Prepare)

Checklist: the crowd: Yes, supported: "Everywhere I looked, people stood shoulder to shoulder." the fireworks: No, not supported. The story tells about the crowd, the sun, and the speech, but never fireworks. the Lincoln Memorial: Yes, supported: "Others talked quietly while we waited near the Lincoln Memorial." Fix: cross out the fireworks and redraw that space to match the passage.

Page 132 • Illustrator Alert! • TEKS 4.7(E) • A Promise Written Long Ago (Cluster 1)

Checklist: the sailing ship: No, not supported. The passage tells about King John, the barons, and the document at Runnymede, but never a ship. the king signing: Yes, supported: "There, the Magna Carta was agreed to and sealed." the barons: Yes, supported: "So, they forced King John to meet them at Runnymede." Fix: cross out the sailing ship and redraw that space to match the passage.

Page 133 • Illustrator Alert! • TEKS 4.7(E) • The Energy We Use Everyday (Cluster 2)

Checklist: the sun and solar panels: Yes, supported: "The sun provides energy each day, and wind can be used to generate electricity." the nuclear power plant: No, not supported. The passage names wind, water, sunlight, plants, animals, coal, oil, and natural gas, but never nuclear power. the oil pump: Yes, supported: "These include coal, oil, and natural gas, which form deep underground over millions of years." Fix: cross out the nuclear power plant and redraw that space to match the passage.

Page 134 • Illustrator Alert! • TEKS 4.7(E) • A Lone Star Choice (Cluster 3)

Checklist: the rodeo bull rider: No, not supported. The poem tells about leaders, the choice to join the U.S., and a war, but never a rodeo. the flags being raised: Yes, supported: "Texas joined the U.S., a choice that stayed." the wide open sky: Yes, supported: "Texas stood beneath wide skies," Fix: cross out the rodeo bull rider and redraw that space to match the passage.

Page 135 • Illustrator Alert! • TEKS 4.7(E) • The Wealth of Mansa Musa (Cluster 4)

Checklist: the traders and goods: Yes, supported: "He made sure traders could move safely, which brought more people and goods into Mali." the pyramids: No, not supported. The passage tells about Mali, Timbuktu, the Sahara, and Mecca, but never pyramids. the people studying: Yes, supported: "Timbuktu was also known for learning, where people studied subjects like math, science, and religion." Fix: cross out the pyramids and redraw that space to match the passage.

Page 136 • Illustrator Alert! • TEKS 4.7(E) • Looking Back to Move Forward (Cluster 5)

Checklist: the knight on horseback: No, not supported. The story says the painting shows people reading, talking, and pointing, but never a knight. the people reading: Yes, supported: "Some people were reading." the people pointing: Yes, supported: "A few were pointing as if they were explaining ideas." Fix: cross out the knight on horseback and redraw that space to match the passage.

Page 137 • Illustrator Alert! • TEKS 4.7(E) • A Day That Changed (Cluster 6)

Checklist: the rain: Yes, supported: "Soon, light rain began to fall, and teachers quickly moved everyone inside." the lightning: No, not supported. The story tells about wind, gray clouds, and light rain, but never lightning. the teacher: Yes, supported: "Some students were disappointed, but Ms. Rios saw it as a chance to explain." Fix: cross out the lightning and redraw that space to match the passage.

Page 138 • Illustrator Alert! • TEKS 4.7(E) • The Roads Between Us (Cluster 7)

Checklist: the steam train: No, not supported. The poem tells about canoes, camels, and ships, but never a train. the canoes: Yes, supported: "Along the rivers, canoes glide," the pottery: Yes, supported: "With food and pottery tucked inside." Fix: cross out the steam train and redraw that space to match the passage.

Answer Key (continued)

Page 139 • Illustrator Alert! • TEKS 4.7(E) • What Shapes a Society? (Cluster 8)

Checklist: the river: Yes, supported: "Rivers provided water and helped people move from place to place." the covered wagon: No, not supported. The passage tells about rivers, forests, fertile land, and crops, but never a wagon. the crops: Yes, supported: "Families grew crops such as corn, beans, and squash." Fix: cross out the covered wagon and redraw that space to match the passage.

Page 140 • Build the Scene • TEKS 4.7(E) • Dream (Prepare)

Scene must show and label: the crowd standing shoulder to shoulder; the hot sun; the people with signs. Proof sentences may include: "Everywhere I looked, people stood shoulder to shoulder." "Some carried signs." "The August sun felt hot on my face."

Page 141 • Build the Scene • TEKS 4.7(E) • A Promise Written Long Ago (Cluster 1)

Scene must show and label: the document; the king signing; the barons watching. Proof sentences may include: "There, the Magna Carta was agreed to and sealed." "They believed even the king should not have complete power."

Page 142 • Build the Scene • TEKS 4.7(E) • The Energy We Use Everyday (Cluster 2)

Scene must show and label: the wind turbines; the sun and solar panels; the river water; the plants and animals. Proof sentences may include: "Examples include wind, water, sunlight, plants, and animals." "Renewable resources can be replaced over time and used again."

Page 143 • Build the Scene • TEKS 4.7(E) • A Lone Star Choice (Cluster 3)

Scene must show and label: the U.S. flag; the flag with one star; the people celebrating. Proof sentences may include: "Texas joined the U.S., a choice that stayed." "In 1845, a change was made,"

Page 144 • Build the Scene • TEKS 4.7(E) • The Wealth of Mansa Musa (Cluster 4)

Scene must show and label: the traders and their goods; the people studying; the busy market. Proof sentences may include: "As a result, cities like Timbuktu became busy and important places." "Timbuktu was also known for learning, where people studied subjects like math, science, and religion."

Page 145 • Build the Scene • TEKS 4.7(E) • Looking Back to Move Forward (Cluster 5)

Scene must show and label: the people reading; the people talking; the people pointing. Proof sentences may include: "Some people were reading." "Others were talking." "A few were pointing as if they were explaining ideas."

Page 146 • Build the Scene • TEKS 4.7(E) • A Day That Changed (Cluster 6)

Scene must show and label: the gray clouds; the trees bending in the wind; the blowing papers. Proof sentences may include: "The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky." "The temperature dropped, and the air felt cooler against his skin."

Page 147 • Build the Scene • TEKS 4.7(E) • The Roads Between Us (Cluster 7)

Scene must show and label: the canoes; the food; the pottery and baskets. Proof sentences may include: "With food and pottery tucked inside." "Can travel far to meet a need."

Page 148 • Build the Caddo Scene • TEKS 4.7(E) • What Shapes a Society? (Cluster 8)

Scene must show and label: the river; the forest; the fertile fields; the corn, beans, and squash. Proof sentences may include: "Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life." "Families grew crops such as corn, beans, and squash."

Page 150 • Vocabulary Doodle Detective • TEKS 4.7(F) • Dream (Prepare)

Meanings: memorial = a building that helps people remember someone; justice = fair treatment for everyone; freedom = being free to make choices; gathered = came together in one place. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Answer Key (continued)

Page 151 • Vocabulary Doodle Detective • TEKS 4.7(F) • A Promise Written Long Ago (Cluster 1)

Meanings: barons = powerful landowners; document = an important written paper; trial = a fair hearing in court; justice = fairness under the law. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 152 • Vocabulary Doodle Detective • TEKS 4.7(F) • The Energy We Use Everyday (Cluster 2)

Meanings: renewable = able to be replaced over time; nonrenewable = not able to be replaced quickly; pollution = harm to air, water, or land; generate = to make or produce. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 153 • Vocabulary Doodle Detective • TEKS 4.7(F) • A Lone Star Choice (Cluster 3)

Meanings: republic = a country whose people choose leaders; battles = fights in a war; history = the story of the past; vast = very large. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 154 • Vocabulary Doodle Detective • TEKS 4.7(F) • The Wealth of Mansa Musa (Cluster 4)

Meanings: kingdom = a land ruled by a king; trade = buying, selling, or swapping goods; pilgrimage = a journey to a holy place; wealthy = very rich. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 155 • Vocabulary Doodle Detective • TEKS 4.7(F) • Looking Back to Move Forward (Cluster 5)

Meanings: ancient = from a very long time ago; Renaissance = a time of new ideas in Europe; citizens = members of a country; expressions = looks on people's faces. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 156 • Vocabulary Doodle Detective • TEKS 4.7(F) • A Day That Changed (Cluster 6)

Meanings: weather = the condition of the air at one time and place; climate = the usual weather of a place over a long time; atmosphere = the air around Earth; temperature = how hot or cold it is. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 157 • Vocabulary Doodle Detective • TEKS 4.7(F) • The Roads Between Us (Cluster 7)

Meanings: pottery = bowls and pots made of clay; precious = very valuable; gale = a very strong wind; pathways = roads or routes. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 158 • Vocabulary Doodle Detective • TEKS 4.7(F) • What Shapes a Society? (Cluster 8)

Meanings: geography = the land, water, and climate of a place; fertile = good for growing crops; resources = things people use to live; timber = wood from trees. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 160 • Theme Caption • TEKS 4.8(A) • Dream (Prepare)

Model caption: Topic: a famous speech. Theme: A dream of fairness can belong to everyone. Support: "That a dream can belong to everyone"

Page 161 • Theme Caption • TEKS 4.8(A) • A Lone Star Choice (Cluster 3)

Model caption: Topic: Texas joining the United States. Theme: Choices can reshape history. Support: "How choices reshape history."

Page 162 • Theme Caption • TEKS 4.8(A) • Looking Back to Move Forward (Cluster 5)

Model caption: Topic: a Renaissance painting. Theme: Learning from the past can help people move forward. Support: "It showed a hopeful time when ideas were changing."

Page 163 • Theme Caption • TEKS 4.8(A) • A Day That Changed (Cluster 6)

Model caption: Topic: a rainy field day. Theme: Weather can change quickly, but climate stays the same over time; do not assume things will stay the same. Support: "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."

Answer Key (continued)

Page 164 • Theme Caption • TEKS 4.8(A) • The Roads Between Us (Cluster 7)

Model caption: Topic: travel and trade. Theme: When people connect, goods, ideas, and friendships grow. Support: "New thoughts can travel with our feet."

Page 166 • Feelings Faces • TEKS 4.8(B) • Dream (Prepare)

Feeling: hot and tired at first, then hopeful. Evidence: "My feet hurt, and I wished I had brought more water." Also: "And somehow, I knew I would carry that dream with me."

Page 168 • Sequence the Scene • TEKS 4.8(C) • Dream (Prepare)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "Others talked quietly while we waited near the Lincoln Memorial." Step 2: "Then Dr. Martin Luther King Jr. stepped forward to speak." Step 3: "On the way home, Mama asked what I would remember most."

Page 169 • Sequence the Scene • TEKS 4.8(C) • Looking Back to Move Forward (Cluster 5)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "Ava leaned forward as her teacher showed a painting on the board." Step 2: "Then Ava noticed more." Step 3: "Her teacher explained that the Renaissance was a time of change in Europe."

Page 170 • Sequence the Scene • TEKS 4.8(C) • A Day That Changed (Cluster 6)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "By mid-morning, students were outside running races and playing games." Step 2: "But just before lunch, the conditions began to change." Step 3: "Soon, light rain began to fall, and teachers quickly moved everyone inside."

Page 172 • Setting Labeling • TEKS 4.8(D) • Dream (Prepare)

The historical setting is the 1963 gathering near the Lincoln Memorial. The huge crowd and the hot day make the speech feel important and personal to the narrator. Setting sentence: "The August sun felt hot on my face."

Page 173 • Setting Labeling • TEKS 4.8(D) • Looking Back to Move Forward (Cluster 5)

The story happens in a classroom, but the painting shows ancient Greece and Rome as seen during the Renaissance. The historical setting of the painting helps Ava understand why ideas changed. Setting sentence: "It was called The School of Athens by Raphael."

Page 174 • Setting Labeling • TEKS 4.8(D) • A Day That Changed (Cluster 6)

The setting is a school field day. Because the day starts sunny and then turns stormy, the setting changes the plot: the games stop and the class moves inside. Setting sentence: "When he looked outside, the sky was bright and clear."

Page 176 • Poem Parts Labeling • TEKS 4.9(B) • A Lone Star Choice (Cluster 3)

Figurative language: "anger grew for all to see" (anger is described like something that grows and spreads); "Changing the map and passing the test" (a metaphor for the U.S. growing). Rhyming pairs: skies/eyes, ago/go, night/right, made/stayed, agree/sea, rise/skies, far/are, last/vast, West/test, way/day. Example line: "And anger grew for all to see."

Page 177 • Poem Parts Labeling • TEKS 4.9(B) • The Roads Between Us (Cluster 7)

Figurative language: "A road is more than dirt or stone" (a metaphor: a road also carries ideas); "New thoughts can travel with our feet" (personification: thoughts travel). Rhyming pairs: turns/learns, seed/need, glide/inside, shared/cared, go/glow, gold/untold, sail/gale, views/choose, stone/known, meet/feet. Example line: "New thoughts can travel with our feet."

Page 179 • Main Idea Caption • TEKS 4.9(D)(i) • A Promise Written Long Ago (Cluster 1)

Model caption: The Magna Carta limited the king's power and protected people's rights. Support: "The Magna Carta was important because it limited the king's power."

Answer Key (continued)

Page 180 • Main Idea Caption • TEKS 4.9(D)(i) • The Energy We Use Everyday (Cluster 2)

Model caption: Energy comes from renewable and nonrenewable resources, and each has advantages and disadvantages. Support: "Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use."

Page 181 • Main Idea Caption • TEKS 4.9(D)(i) • The Wealth of Mansa Musa (Cluster 4)

Model caption: Mansa Musa's choices about trade and learning made Mali a powerful kingdom. Support: "Because of the choices he made, Mali became known as a powerful and important kingdom."

Page 182 • Main Idea Caption • TEKS 4.9(D)(i) • What Shapes a Society? (Cluster 8)

Model caption: Geography creates opportunities and challenges that shape how a society develops. Support: "However, geography can create opportunities and challenges that influence how a society develops."

Page 184 • Text Feature Labeling • TEKS 4.9(D)(ii) • A Promise Written Long Ago (Cluster 1)

Look-fors: Heading: The Great Charter. Caption: Barons watch King John seal the Magna Carta. Diagram labels: king, barons, Magna Carta. Pronunciation guide: Runnymede (RUN-ee-meed). Supporting sentence: "In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England."

Page 185 • Text Feature Labeling • TEKS 4.9(D)(ii) • The Energy We Use Everyday (Cluster 2)

Look-fors: Heading: Where Our Energy Comes From. Caption: Some resources can be replaced and some cannot. Diagram labels: wind turbine, solar panel, oil pump. Pronunciation guide: nonrenewable (non-ree-NOO-uh-bul). Supporting sentence: "Renewable resources can be replaced over time and used again."

Page 186 • Text Feature Labeling • TEKS 4.9(D)(ii) • The Wealth of Mansa Musa (Cluster 4)

Look-fors: Heading: A Kingdom Built on Trade. Caption: Traders and scholars fill the city of Timbuktu. Diagram labels: gold, salt, traders. Pronunciation guides: Mansa Musa (MAHN-sah MOO-sah), Timbuktu (tim-buk-TOO). Supporting sentence: "Mali became wealthy because it controlled important trade routes."

Page 187 • Text Feature Labeling • TEKS 4.9(D)(ii) • What Shapes a Society? (Cluster 8)

Look-fors: Heading: The Land Creates Possibilities (the section heading). Caption: The Caddo farmed near rivers and forests. Diagram labels: river, forest, crops. Pronunciation guide: Caddo (KAD-oh). Supporting sentence: "Geography describes more than where a place is located on a map."

Page 189 • Author's Purpose Palette • TEKS 4.10(A) • Dream (Prepare)

Purpose: to entertain and to share what a historic day might have felt like. Message: A dream of fairness is for everyone. Sentence: "I imagined growing up in a country that kept becoming better."

Page 190 • Author's Purpose Palette • TEKS 4.10(A) • A Promise Written Long Ago (Cluster 1)

Purpose: to inform readers about the Magna Carta and why it still matters. Message: Rules should apply to everyone. Sentence: "Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly."

Page 191 • Author's Purpose Palette • TEKS 4.10(A) • The Energy We Use Everyday (Cluster 2)

Purpose: to inform readers about renewable and nonrenewable energy. Message: People should make responsible choices about energy use. Sentence: "Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use."

Page 192 • Author's Purpose Palette • TEKS 4.10(A) • A Lone Star Choice (Cluster 3)

Purpose: to tell a piece of Texas history as a poem. Message: Choices can change history. Sentence: "How choices reshape history."

Answer Key (continued)

Page 193 • Author's Purpose Palette • TEKS 4.10(A) • The Wealth of Mansa Musa (Cluster 4)

Purpose: to inform readers about Mansa Musa and the kingdom of Mali. Message: Trade and education helped kingdoms grow. Sentence: "People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow."

Page 194 • Author's Purpose Palette • TEKS 4.10(A) • Looking Back to Move Forward (Cluster 5)

Purpose: to entertain with a story while teaching about the Renaissance. Message: Old ideas can help people build a fairer future. Sentence: "Some people began to think in new ways about government and fairness."

Page 195 • Author's Purpose Palette • TEKS 4.10(A) • A Day That Changed (Cluster 6)

Purpose: to entertain with a story while explaining weather and climate. Message: Weather changes quickly, but climate is a long-term pattern. Sentence: "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."

Page 196 • Author's Purpose Palette • TEKS 4.10(A) • The Roads Between Us (Cluster 7)

Purpose: to show in a poem how travel and trade connect people. Message: Roads carry ideas as well as goods. Sentence: "It reaches farther than we've known."

Page 197 • Author's Purpose Palette • TEKS 4.10(A) • What Shapes a Society? (Cluster 8)

Purpose: to inform readers about how place and resources shape a society. Message: The land offers possibilities, but people make the choices. Sentence: "People still make choices, solve problems, create new ideas, and change their surroundings."

Page 199 • Word Picture • TEKS 4.10(D) • Dream (Prepare)

Possible phrases: "Everywhere I looked, people stood shoulder to shoulder." "The August sun felt hot on my face." "shoulder to shoulder" helps the reader see how crowded it was; "sun felt hot on my face" helps the reader feel the heat.

Page 200 • Word Picture • TEKS 4.10(D) • A Promise Written Long Ago (Cluster 1)

Possible phrases: "The king collected heavy taxes and made unfair decisions." "People were tired of unfair treatment and wanted change." "heavy taxes" helps the reader feel the burden on the people; "tired of unfair treatment" helps the reader understand their anger.

Page 201 • Word Picture • TEKS 4.10(D) • The Energy We Use Everyday (Cluster 2)

Possible phrases: "These include coal, oil, and natural gas, which form deep underground over millions of years." "The sun provides energy each day, and wind can be used to generate electricity." "deep underground over millions of years" helps the reader picture how slowly coal and oil form; "The sun provides energy each day" helps the reader see a resource that returns.

Page 202 • Word Picture • TEKS 4.10(D) • A Lone Star Choice (Cluster 3)

Possible phrases: "Texas stood beneath wide skies," "With soldiers marching under open skies." "wide skies" helps the reader picture the open land of Texas; "soldiers marching under open skies" helps the reader see the war.

Page 203 • Word Picture • TEKS 4.10(D) • The Wealth of Mansa Musa (Cluster 4)

Possible phrases: "Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable." "As a result, cities like Timbuktu became busy and important places." "hot Sahara Desert" helps the reader feel the hard journey; "busy and important places" helps the reader picture a crowded city.

Page 204 • Word Picture • TEKS 4.10(D) • Looking Back to Move Forward (Cluster 5)

Possible phrases: "They showed people with clear details and expressions." "At first, it looked like a group of people in a large building." "clear details and expressions" helps the reader picture lifelike faces; "a large building" helps the reader see the setting of the painting.

Answer Key (continued)

Page 205 • Word Picture • TEKS 4.10(D) • A Day That Changed (Cluster 6)

Possible phrases: "The sun was already warming the air, and the morning felt calm and peaceful." "The temperature dropped, and the air felt cooler against his skin." "calm and peaceful" helps the reader feel the sunny morning; "cooler against his skin" helps the reader feel the change.

Page 206 • Word Picture • TEKS 4.10(D) • The Roads Between Us (Cluster 7)

Possible phrases: "Beneath the sun's bright golden glow." "Through morning sun or stormy gale." "bright golden glow" helps the reader see the desert sun; "stormy gale" helps the reader feel the wind at sea.

Page 207 • Word Picture • TEKS 4.10(D) • What Shapes a Society? (Cluster 8)

Possible phrases: "People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region where water is difficult to find." "Coastal areas can provide fish and places for ships to travel." "a grassy plain, beside an ocean, in a forest" helps the reader picture many places; "places for ships to travel" helps the reader see a busy coast.
