



Grade 4 Reading Language Arts Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 4

English Language Arts and Reading

Genres Assessed in Reading:

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

Reporting Category 1: Reading

The student will understand and analyze a variety of texts from various genres.

- (3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine meaning, syllabication, and pronunciation; **Supporting Standard**
 - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; **Readiness Standard**
 - (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; **Supporting Standard**
 - (D) identify, use, and explain the meaning of homophones such as reign/rain. **Supporting Standard**
- (6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**

- (E) make connections to personal experiences, ideas in other texts, and society; **Readiness Standard**
 - (F) make inferences and use evidence to support understanding; **Readiness Standard**
 - (G) evaluate details read to determine key ideas; **Readiness Standard**
 - (H) synthesize information to create new understanding; **Readiness Standard**
- (7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (C) use text evidence to support an appropriate response; **Readiness Standard**
 - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **Readiness Standard**
- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) infer basic themes supported by text evidence; **Supporting Standard**
 - (B) explain the interactions of the characters and the changes they undergo; **Readiness Standard**
 - (C) analyze plot elements, including the rising action, climax, falling action, and resolution; **Readiness Standard**
 - (D) explain the influence of the setting, including historical and cultural settings, on the plot. **Supporting Standard**
- (9) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; **Supporting Standard**
 - (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images; **Supporting Standard**
 - (C) explain structure in drama such as character tags, acts, scenes, and stage directions; **Supporting Standard**
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence; **Readiness Standard**
 - (ii) features such as pronunciation guides and diagrams to support understanding; and **Supporting Standard**
 - (iii) organizational patterns such as compare and contrast; **Supporting Standard**
 - (E) recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim; **Readiness Standard**
 - (ii) explaining how the author has used facts for an argument; and **Readiness Standard**
 - (iii) identifying the intended audience or reader; **Supporting Standard**
- (10) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) explain the author's purpose and message within a text; **Readiness Standard**
 - (B) explain how the use of text structure contributes to the author's purpose; **Supporting Standard**

- (C) analyze the author's use of print and graphic features to achieve specific purposes; ***Supporting Standard***
- (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; ***Supporting Standard***
- (E) identify and understand the use of literary devices, including first- or third-person point of view; ***Supporting Standard***
- (F) discuss how the author's use of language contributes to voice; ***Supporting Standard***
- (G) identify and explain the use of anecdote. ***Supporting Standard***

Genres Assessed in Revising and Editing:

- Fiction
- Literary Nonfiction
- Correspondence
- Informational
- Argumentative
- Persuasive

**Reporting Category 2:
Writing
Revising and Editing**

The student will revise and edit a variety of texts from various genres.

- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (B) demonstrate and apply spelling knowledge by:
- (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **Readiness Standard**
 - (ii) spelling homophones; **Readiness Standard**
 - (iii) spelling multisyllabic words with multiple sound-spelling patterns; **Supporting Standard**
 - (iv) spelling words using advanced knowledge of syllable division patterns; **Supporting Standard**
 - (v) spelling words using knowledge of prefixes; and **Supporting Standard**
 - (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **Readiness Standard**

- (11) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and **Readiness Standard**
 - (ii) developing an engaging idea with relevant details; **Readiness Standard**
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **Readiness Standard**
 - (D) edit drafts using standard English conventions, including: **Supporting Standard**
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **Readiness Standard**
 - (ii) past tense of irregular verbs; **Readiness Standard**
 - (iii) singular, plural, common, and proper nouns; **Supporting Standard**
 - (iv) adjectives, including their comparative and superlative forms; **Supporting Standard**
 - (v) adverbs that convey frequency and adverbs that convey degree; **Supporting Standard**
 - (vi) prepositions and prepositional phrases; **Supporting Standard**
 - (vii) pronouns, including reflexive; **Supporting Standard**
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; **Supporting Standard**
 - (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; **Supporting Standard**

- (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and
Supporting Standard
- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **Readiness Standard**

Written Essay

The student will compose a variety of written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

- (7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **Readiness Standard**
- (12) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **Readiness Standard**
 - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; **Readiness Standard**