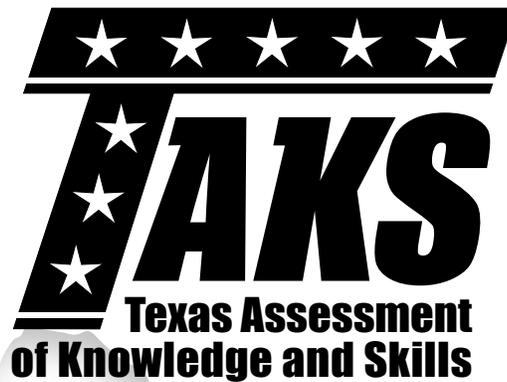


August 2004



# **Information Booklet**

**READING**

**Grade 4**

**SPANISH VERSION**

**Revised**

**Texas Education Agency • Student Assessment Division**

## **INTRODUCTION**

The Texas Assessment of Knowledge and Skills (TAKS) is a completely reconceived testing program. It assesses more of the Texas Essential Knowledge and Skills (TEKS) than the Texas Assessment of Academic Skills (TAAS) did and asks questions in more authentic ways. TAKS has been developed to better reflect good instructional practice and more accurately measure student learning. We hope that every teacher will see the connection between what we test on this new state assessment and what our students should know and be able to do to be academically successful. To provide you with a better understanding of TAKS and its connection to the TEKS and to classroom teaching, the Texas Education Agency (TEA) has developed this newly revised edition of the TAKS information booklet. The information booklets were originally published in January 2002, before the first TAKS field test. Now, after several years of field tests and live administrations, we are able to provide an even more comprehensive picture of the testing program. We have clarified some of the existing material and, in some cases, provided new sample items and/or more explanations of certain item types. However, it is important to remember that these clarifications do not signify any change in the TAKS testing program. The objectives and TEKS student expectations assessed on TAKS remain unchanged. We hope this revised version of the TAKS information booklet will serve as a user-friendly resource to help you understand that the best preparation for TAKS is a coherent, TEKS-based instructional program that provides the level of support necessary for all students to reach their academic potential.

## **BACKGROUND INFORMATION**

The development of the TAKS program included extensive public scrutiny and input from Texas teachers, administrators, parents, members of the business community, professional education organizations, faculty and staff at Texas colleges and universities, and national content-area experts. The agency involved as many stakeholders as possible because we believed that the development of TAKS was a responsibility that had to be shared if this new assessment was to be an equitable and accurate measure of learning for all Texas public school students.

The three-year test-development process, which began in summer 1999, included a series of carefully conceived activities. First, committees of Texas educators identified those TEKS student expectations for each grade and subject area assessed that should be tested on a statewide assessment. Then a committee of TEA Student Assessment and Curriculum staff incorporated these selected TEKS student expectations, along with draft objectives for each subject area, into eleventh grade exit level surveys. These surveys were sent to Texas educators at the middle school and secondary levels for their review. Based on input we received from more than 27,000 survey responses, we developed a second draft of the objectives and TEKS student expectations. In addition, we used this input during the development of draft objectives and student expectations for grades 3 through 10 to ensure that the TAKS program, like the TEKS curriculum, would be vertically aligned. This vertical alignment was a critical step in ensuring that the TAKS tests would become more rigorous as students moved from grade to grade. For example, the fifth grade tests would be more rigorous than the fourth grade tests, which would be more rigorous than the third grade tests. Texas educators felt that this increase in rigor from grade to grade was both appropriate and logical since each subject-area test was closely aligned to the TEKS curriculum at that grade level.

In fall 2000 TEA distributed the second draft of the objectives and TEKS student expectations for eleventh grade exit level and the first draft of the objectives and student expectations for grades 3 through 10 for review at the campus level. These documents were also posted on the Student Assessment Division’s website to encourage input from the public. Each draft document focused on two central issues: first, whether the objectives included in the draft were essential to measure on a statewide assessment; and, second, whether students would have received enough instruction on the TEKS student expectations included under each objective to be adequately prepared to demonstrate mastery of that objective in the spring of the school year. We received more than 57,000 campus-consensus survey responses. We used these responses, along with feedback from national experts, to finalize the TAKS objectives and student expectations. Because the state assessment was necessarily limited to a “snapshot” of student performance, broad-based input was important to ensure that TAKS assessed the parts of the TEKS curriculum most critical to students’ academic learning and progress.

In the thorough test-development process that we use for the TAKS program, we rely on educator input to develop items that are appropriate and valid measures of the objectives and TEKS student expectations the items are designed to assess. This input includes an annual educator review and revision of all proposed test items before field testing and a second annual educator review of data and items after field testing. In addition, each year panels of recognized experts in the fields of English language arts (ELA), mathematics, science, and social studies meet in Austin to critically review the content of each of the high school level TAKS assessments to be administered that year. This critical review is referred to as a content validation review and is one of the final activities in a series of quality-control steps to ensure that each high school test is of the highest quality possible. A content validation review is considered necessary at the high school grades (9, 10, and 11) because of the advanced level of content being assessed.

## **ORGANIZATION OF THE TAKS TESTS**

TAKS is divided into test objectives. It is important to remember that the objective statements are not found in the TEKS curriculum. Rather, the objectives are “umbrella statements” that serve as headings under which student expectations from the TEKS can be meaningfully grouped. Objectives are broad statements that “break up” knowledge and skills to be tested into meaningful subsets around which a test can be organized into reporting units. These reporting units help campuses, districts, parents, and the general public understand the performance of our students and schools. Test objectives are not intended to be “translations” or “rewordings” of the TEKS. Instead, the objectives are designed to be identical across grade levels rather than grade specific. Generally, the objectives are the same for third grade through eighth grade (an elementary/middle school system) and for ninth grade through eleventh grade (a high school system). In addition, certain TEKS student expectations may logically be grouped under more than one test objective; however, it is important for you to understand that this is not meaningless repetition—sometimes the organization of the objectives requires such groupings. For example, on the TAKS writing test for fourth grade, some of the same student expectations addressing the conventions of standard Spanish usage are listed under both Objective 2 and Objective 6. In this case, the expectations listed under Objective 2 are assessed through the overall strength of a student’s use of language conventions on the written composition portion of the test; these same expectations under Objective 6 are assessed through multiple-choice items attached to a series of revising and editing passages.

## **ORGANIZATION OF THE INFORMATION BOOKLETS**

The purpose of the information booklets is to help Texas educators, students, parents, and other stakeholders understand more about the TAKS tests. These booklets are not intended to replace the teaching of the TEKS curriculum, provide the basis for the isolated teaching of skills in the form of narrow test preparation, or serve as the single information source about every aspect of the TAKS program. However, we believe that the booklets provide helpful explanations as well as show enough sample items, reading and writing selections, and prompts to give educators a good sense of the assessment.

Each grade within a subject area is presented as a separate booklet. However, it is still important that teachers review the information booklets for the grades both above and below the grade they teach. For example, eighth grade reading teachers who review the seventh grade information booklet as well as the ninth grade information booklet are able to develop a broader perspective of the reading assessment than if they study only the eighth grade information booklet.

The information booklets for each subject area contain some information unique to that subject. However, all booklets include the following information, which we consider critical for every subject-area TAKS test:

- an overview of the subject within the context of TAKS
- a blueprint of the test—the number of items under each objective and the number of items on the test as a whole
- information that clarifies how to read the TEKS
- the reasons each objective and its TEKS student expectations are critical to student learning and success
- the objectives and TEKS student expectations that will be included on TAKS
- additional information about each objective that helps educators understand how it is assessed on TAKS
- sample items that show some of the ways objectives are assessed

# **TAKS READING INFORMATION BOOKLET**

The purposes for reading are as varied and diverse as the people who read, but the ability to read effectively is essential for all students in the increasingly complex world in which we live. Reading is one of the most important foundations for learning, not only in Spanish language arts but also in other content areas, such as science, social studies, and mathematics. Students who can understand what they read and who can make connections between what they read and what they already know will more likely be successful—in the classroom, on the test, and in the real world. Strong reading skills are necessary for academic achievement, for the fundamental tasks of daily living, and for personal enjoyment and enrichment.

The TAKS reading assessments evaluate a subset of the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. This curriculum is specifically designed to help students make progress in reading by emphasizing the knowledge and skills most critical for student learning. Because the TAKS reading tests are closely aligned with the TEKS, students who effectively learn the TEKS will become proficient readers who are able to perform successfully on the test without unnecessary emphasis on test preparation. A system of support has been designed to ensure that all students master the TEKS. The Student Success Initiative (SSI) requires that students meet the standard on TAKS to be eligible for promotion to the next grade level as specified below:

- the reading test at grade 3, beginning in the 2002–2003 school year;
- the reading and mathematics tests at grade 5, beginning in the 2004–2005 school year; and
- the reading and mathematics tests at grade 8, beginning in the 2007–2008 school year.

To prepare students for the SSI requirements and to promote vertical alignment, it is essential that teachers collaborate and coordinate across grade levels.

The TEKS student expectations eligible for testing on the third through eighth grade TAKS reading assessments are grouped under four TAKS objectives:

- Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.
- Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.
- Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.
- Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

These objectives are consistent from third grade through eighth grade, and the TEKS student expectations assessed under each TAKS objective are vertically aligned, meaning that they build logically from one grade level to the next. An example of this logical movement follows.

## Example from Objective 2

Grade 3 TEKS 3.11 (H) states that *students are expected to analyze characters, including their traits, feelings, relationships, and changes.*

Grade 4 TEKS 4.12 (H) states that *the student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo.*

Many of the TEKS student expectations from grade to grade are expressed in similar language, but the level of student performance required at each grade increases. Reading selections will be longer and more challenging, and the critical thinking required of students will be more complex and sophisticated. Although elementary and middle school teachers are not directly responsible for student success on TAKS at the high school level, it is important for them to familiarize themselves with the reading (ninth grade) and English language arts (tenth and eleventh grades) assessments. Without strong elementary and middle school reading programs, students will not have had the opportunity to acquire the literacy skills they need to be successful at the high school level.

## TAKS READING SELECTIONS—GRADES 3–8

TAKS reading selections are designed to be interesting, meaningful, and reflective of the Texas population and our culturally diverse world. Cultural diversity includes regional, economic, social, and ethnic differences and may be represented through subject matter and/or characters. In addition, reading selections will be similar to those that students encounter in their classrooms and in their everyday lives.

Four kinds of selections are developed for TAKS:

- Narrative selections, which are fictional stories presented with a clear progression of events. Letters or diary entries as well as stories may represent narrative writing.
- Expository (informative) selections, which provide information about noteworthy people and/or events or explain topics related to content areas, such as science, social studies, art, or music.
- Mixed selections, which combine two types of writing into a single passage. For example, a mixed selection may be a story about Martin Luther King, Jr., that includes both factual information (expository) and invented dialogue (narrative). Or a selection may mix narrative and functional writing. For example, an advertisement, a recipe, instructions, or directions for a game (functional) may be presented within the context of a story (narrative).
- Paired selections, which are two selections designed to be read together. Paired selections provide an opportunity for students to demonstrate an understanding of the connections across texts. Selections may be paired for many different reasons; for example, a paired selection may be based on the same story told from two different points of view or a science article and a science fiction story that address a common theme or idea. It is important to remember that paired selections are linked by more than a superficial connection, such as common subject matter or characters. Paired selections contain a deep link, so that students can recognize the strong connection across the two pieces.

Word counts for each selection will vary according to age and grade-level appropriateness. Some selections may require students to turn pages in order to complete the reading selection and/or to answer test items.

- Selections for third and fourth grades will be approximately 500 to 700 words.
- Selections for fifth grade will be approximately 600 to 900 words.
- Selections for sixth, seventh, and eighth grades will be approximately 700 to 1,000 words.

Two notes regarding word counts:

- (1) Selections written as a pair will be comparable in length to singly developed selections.
- (2) Due to the differences in language, the Spanish reading selections may be somewhat longer than the English passages.

Other important information about TAKS reading selections:

- Paragraphs will be numbered when doing so does not interfere with the layout of the text. For example, a selection that includes an advertisement with bulleted information most likely would not have numbered paragraphs.
- When appropriate, each selection will be preceded by a title.
- Additional information will be provided in an introduction or a postscript when this information will help the reader better understand the selection.
- In sixth, seventh, and eighth grade, narrative selections will be formatted so that students have the option of taking notes, keeping track of important information, or asking themselves questions as they read. This margin is labeled *My notes about what I am reading* (*Mis notas sobre lo que estoy leyendo* in the sixth-grade Spanish version) and is located on the right-hand side of each page in the selection.



### **Sample Reading Selection for TAKS in Spanish**

The sample selection provided in this Grade 4 reading booklet is a Spanish adaptation of the sample included in the Grade 4 English TAKS information booklet.

**TEXAS ASSESSMENT OF  
KNOWLEDGE AND SKILLS (TAKS)  
BLUEPRINT FOR GRADE 4 READING**

<b>TAKS Objectives</b>	<b>Number of Items</b>
Objective 1: Basic understanding	15
Objective 2: Literary elements	8
Objective 3: Analysis using reading strategies	7
Objective 4: Analysis using critical-thinking skills	10
<b>Total number of items</b>	<b>40</b>

# A Key to Understanding the TEKS Included on TAKS Grade 4 Spanish Reading

## Example from Objective 1

**A** ↙  
(4.9) **Lectura/desarrollo de vocabulario.** El estudiante adquiere un amplio vocabulario a través de la lectura y el estudio sistemático de las palabras. Se espera que el estudiante:

**B** → (D)(ii) determine el significado de palabras derivadas aplicando su conocimiento del significado de raíces de palabras como *feliz*, *razón* o *entrar* y afijos tales como *in-*, *-able* o *-ada* (4–6/SLA).

## Example from Objective 4

**A** ↙  
(4.10) **Lectura/comprensión.** El estudiante utiliza una variedad de estrategias para comprender textos seleccionados. Se espera que el estudiante:

**B** → (H) haga inferencias, como conclusiones o generalizaciones, y las apoye con evidencias del texto [y con su propia experiencia] (4–6). ← **D**

## KEY

### A. Knowledge and Skills Statement

This broad statement describes what students should know and be able to do for fourth-grade reading. The number preceding the statement identifies the grade and number of the knowledge and skills statement.

### B. Student Expectation

This specific statement describes what students should be able to do to demonstrate proficiency in what is described in the knowledge and skills statement. Students will be tested on skills outlined in the student expectation statement. When (ii) appears, it means that the student expectation for Spanish Language Arts differs from that of English Language Arts.

### C. [bracketed text]

Although the entire student expectation has been provided for reference, text in bracketed italics indicates that this portion of the student expectation will not be tested on TAKS.

### D. (4–6/SLA)

This information indicates at which grade levels the student expectation is taught. For example, this student expectation is taught from fourth through sixth grade. When SLA appears, it means that the student expectation for Spanish Language Arts differs from that of English Language Arts.

**NOTE:** The full TEKS curriculum can be found at <http://www.tea.state.tx.us/teks/>.

## TEKS STUDENT EXPECTATIONS—IMPORTANT VOCABULARY

For every subject area and grade level, the terms *como*, *tal(es) como*, *por ejemplo*, *incluyendo*, and *que incluyen* are used to help make the TEKS student expectations more concrete for teachers. However, these terms function in different ways. To help you understand the effect each of the terms has on specific student expectations, we are providing the following:

- a short definition of the terms
- an example from a specific student expectation for this subject area
- a short explanation of how the terms affect this student expectation

The terms *como*, *tal(es) como*, and *por ejemplo* are used when the specific examples that follow them function only as representative illustrations that help define the expectation for teachers. These examples are just that—examples. Teachers may choose to use them when teaching the student expectation, but there is no requirement to use them. Other examples can be used in conjunction with those listed or as replacements for those listed.

Example from Grade 4 Reading, Objective 1

(4.9) (B) *recurra a sus experiencias para dar significado a las palabras en contextos específicos, como al interpretar lenguaje figurado y palabras con significados múltiples*

In this student expectation, students must use context to figure out the meaning of words they don't know. Two examples—*lenguaje figurado* and *palabras con significados múltiples*—follow *como*. These examples simply function as types of words or phrases that teachers may use in teaching students how to use context clues. Teachers may use these examples and others when they teach this skill.

The terms *incluyendo* and *que incluyen* are used when the specific examples that follow them must be taught. However, other examples may also be used in conjunction with those listed.

Example from Grade 4 Reading, Objective 2

(4.12) (H) *analice personajes de forma que incluya sus características, motivaciones, conflictos, puntos de vista, relaciones personales y los cambios que experimentan*

In this student expectation, students must analyze the ways in which an author creates and develops the characters in a story. In teaching this expectation, teachers must focus on the characters' traits, motivations, conflicts, points of view, relationships, and changes they undergo. However, teachers are not limited to teaching only these aspects.

## Remember

- Any example preceded by the terms *como*, *tal(es) como*, or *por ejemplo* in a particular student expectation may or may not provide the basis for an item assessing that expectation. Because these examples do not necessarily have to be used to teach the student expectation, it is equally likely that other examples may be used in assessment items. The rule here is that an example be used only if it is central to the knowledge, concept, or skill the item assesses.
- It is more likely that some of the examples preceded by the terms *incluyendo* or *que incluyan* in a particular student expectation will provide the basis for items assessing that expectation, since these examples must be taught. However, it is important to remember that the examples that follow the terms *incluyendo* or *que incluyan* do not represent all the examples possible, so other examples may also provide the basis for an assessment item. As above, the rule here is that an example will be used only if it is central to the knowledge, concept, or skill the item assesses.

# TAKS Grade 4 Spanish Reading

## Objective 1

*The TEKS and corresponding student expectations listed under Objective 1 will help students as they learn to read for the basic meaning of a text. To develop an initial understanding of what they read, students must be able to do three things: (1) use context and other word-identification strategies to help them understand the meaning of the words they read, (2) recognize important supporting details, and (3) understand the main idea of a selection. These skills are the building blocks that students need to develop a deeper understanding of what they read.*

### TAKS Objectives and TEKS Student Expectations

#### Objetivo 1

**El estudiante demostrará comprensión básica de textos escritos que reflejan una diversidad cultural.**

- (4.9) **Lectura/desarrollo de vocabulario.** El estudiante adquiere un amplio vocabulario a través de la lectura y el estudio sistemático de las palabras. Se espera que el estudiante:
- (B) recurra a sus experiencias para dar significado a las palabras en contextos específicos, como al interpretar lenguaje figurado y palabras con significados múltiples (4–5);
  - (D)(ii) determine el significado de palabras derivadas aplicando su conocimiento del significado de raíces de palabras como *feliz*, *razón* o *entrar* y afijos tales como *in-*, *-able* o *-ada* (4–6/SLA).
- (4.10) **Lectura/comprensión.** El estudiante utiliza una variedad de estrategias para comprender textos seleccionados. Se espera que el estudiante:
- (F) determine las ideas principales (o de mayor importancia) del texto y cómo éstas están apoyadas con detalles (4–6);
  - (G) parafrasee y resuma textos para recordar, informar u organizar ideas (4–6).

#### Objective 1—For Your Information

Tested vocabulary words will be above grade level. Because a student may use context only or combine strategies (for example, knowing a word’s synonym or antonym or the meaning of a prefix, root, or suffix) to determine a word’s meaning or to interpret figurative language, items will not be constructed to test skills in isolation (e.g., “El prefijo en la palabra desaprobar significa —”).

Items testing multiple-meaning words might require students to identify the correct answer from a sample dictionary entry. The entry will include the tested word, its part of speech, and four definitions of the word. Students will use the information given and context clues to choose the correct meaning of the word as it is used in the reading selection.

Students may be asked to identify the context clues in a selection that help them to understand the meaning of a tested word. Answer choices for these items will contain context clues taken verbatim from the text rather than definitions of the tested word. These answer choices will be italicized.

Students will always be provided with enough context clues to allow them to identify the correct meaning of the word or phrase as it is used in the reading selection.

**NOTE:** The sample vocabulary item provided at each grade level will help teachers understand some of the different ways in which vocabulary may be assessed on the TAKS reading tests.

Items that measure students' basic comprehension of a reading selection are of three types: items that focus on supporting details, items that focus on identifying the main idea, and items that summarize a selection. Detail items will focus on important information that is directly stated or paraphrased from a text. Main idea/gist items will be written so that students clearly understand that they are focusing on broad or central ideas. In narrative selections main idea items will focus on either a single paragraph or a series of paragraphs. However, expository and mixed selections may also include items that focus on the main idea of the entire selection. Summary items will focus on a reading selection as a whole. A summary is a short paragraph that includes the main idea and the most important details of a text. For this type of item, all answer choices will be constructed authentically as short paragraphs. However, the answer choices will be appropriate for fourth graders in that they will include enough information without being too long or dense.

# TAKS Grade 4 Spanish Reading

## Objective 2

*Developing an understanding of literary elements makes stories both more accessible and more meaningful to young readers. Learning to make connections between events, characters, and other elements of a story helps students relate what they have read to their own lives and experiences. At the same time, knowing about a story's characters, setting, and problem gives students an opportunity to relate to the story in concrete terms while learning about emotions and events that are beyond their own personal experiences.*

### TAKS Objectives and TEKS Student Expectations

#### Objetivo 2

**El estudiante aplicará sus conocimientos de elementos literarios para comprender textos escritos que reflejan una diversidad cultural.**

- (4.12) **Lectura/estructuras del texto/conceptos literarios.** El estudiante analiza las características de varios tipos de textos (géneros literarios). Se espera que el estudiante:
- (H) analice personajes de forma que incluya sus características, motivaciones, conflictos, puntos de vista, relaciones personales y los cambios que experimentan (4–6);
  - (I) reconozca y analice el argumento de la historia, el escenario y la resolución de problemas (4–6).

#### Objective 2—For Your Information

Items that test characterization focus on the degree to which students understand the characters in a story: who they are, why they feel and act as they do, how they perceive or relate to the people around them, how they view the events or circumstances they find themselves in, and how they are changed by the things they experience. Students will not be asked characterization questions that are overly sophisticated or too far beyond their developing understanding of other people and themselves.

Items in this objective that assess point of view will focus on characters and their points of view. Items in Objective 3 will focus on author's perspective (the writer's attitude toward his/her subject) or point of view.

Items that focus on setting are of two types. The first type simply measures whether a student can identify the time and place of a story. However, most setting items will focus on whether a student understands how time and place contribute to the meaning of a story.

Items that focus on plot will require students to recognize the events in a story that significantly affect the story line. The depth of analysis required will be appropriate for fourth graders.

For the most part, Objective 2 items will appear with narrative selections or with mixed or expository selections that include literary elements such as characters and plot.

## TAKS Grade 4 Spanish Reading

### Objective 3

*All texts are not equally challenging. For young readers, reading a story may be much easier than reading a text that is based on science or social studies. However, to make academic progress, students must develop the ability to comprehend and process material from a wide range of texts. That is why it is important for students to develop the ability to know the purpose of the written text they are reading, how the author has organized information, how this organization affects the way the reader reads the text, and what distinctive features characterize a particular type of text. These are the skills students must learn if they are to become independent readers who can move beyond the literal meaning of a text and who have the ability to develop the deeper understandings needed to think critically about what they read, to connect what they know to new information, and to become independent learners.*

### TAKS Objectives and TEKS Student Expectations

#### Objetivo 3

**El estudiante usará una variedad de estrategias para analizar textos escritos que reflejan una diversidad cultural.**

- (4.10) **Lectura/comprensión.** El estudiante utiliza una variedad de estrategias para comprender textos seleccionados. Se espera que el estudiante:
- (E) utilice la estructura del texto o la progresión de ideas, tales como la relación de causa y efecto o la cronología, para localizar y recordar información (4–6);
  - (I) encuentre similitudes y diferencias en diversos textos, tales como la manera en que el autor trata los temas, cuánto los profundiza y cómo los organiza (4–6);
  - (L) represente de diferentes formas la información contenida en textos, como en bosquejos, líneas cronológicas u organizadores gráficos (4–6).
- (4.12) **Lectura/estructuras del texto/conceptos literarios.** El estudiante analiza las características de varios tipos de textos (géneros literarios). Se espera que el estudiante:
- (A) evalúe la consistencia interna o la lógica de historias y textos contestando preguntas como: “¿Haría esto este personaje?” o “¿Tiene esto sentido aquí?” (4–5);
  - (C) identifique los propósitos de diferentes tipos de textos, como para informar, influenciar, expresar o entretener (4–6);
  - (E) compare diferentes formas de comunicación, como [al contrastar la representación dramática de una historia con la versión escrita de la misma historia, o] al comparar diferentes versiones del mismo cuento (2–6);
  - (J) describa cómo la perspectiva o el punto de vista del autor afecta el texto (4–6).

### **Objective 3—For Your Information**

To answer items about a text’s structure or progression of ideas, students will need to understand how events relate to one another and how these relationships affect a reader’s approach to reading and understanding a particular text. To use a text’s structure or progression of ideas to locate and recall information, students must first recognize how the author has organized the text. Then they must use their familiarity with this pattern to help them understand the relationships between ideas. Knowing how one idea relates to another allows students to arrange ideas in an order that makes sense to them so that they are able to locate and synthesize important information.

Items that require a student to recognize similarities and differences across texts will test the student’s ability to identify how two different selections compare in their approach, their organization, and their development of a common topic or theme. These items will be written only for paired selections.

Items that focus on representing text information in different ways may require students to select the answer choice that best completes a missing portion of a timeline, outline, or graphic organizer. Other items might require a student to interpret information from a graphic source and use that information to make an inference or draw a conclusion.

Items assessing the ability to judge the internal consistency or logic of a story or text will require students to determine whether a character’s response, perspective, or belief is logical and consistent with what they know about that character or about the way people typically act or respond in a situation similar to the character’s.

Items assessing author’s purpose will require students to analyze how an author presents his or her ideas. To determine the purpose of a text—whether that purpose is informative, persuasive, expressive, or entertaining—students must recognize that the way authors organize their writing depends on which organizational pattern will best convey what they want the reader to understand.

Items assessing story variants require students to read two stories presented as paired selections. Story variants are created when the same story is told from two different characters’ perspectives or when, despite obvious similarities, the stories are different in some way. This difference can be evident in the plot, setting, characters, or conflict. Like other paired selections, story variants are based on deep thematic links. Students must first be able to recognize how the stories are connected. Once students understand this connection, they must then identify how the two stories are similar and different and determine what impact these similarities and differences have on their understanding of the stories. (See Grade 5 for an example of story variants.)

To answer questions about how an author’s perspective or point of view affects the text, students will need to examine the author’s attitude toward his/her subject or topic. The perspective or point of view the author brings to the selection not only affects the tone of the piece but also the way the author shapes and develops his/her ideas. These items will be developed for selections only when the writer’s attitude is obvious and clearly has an effect on the text.

## TAKS Grade 4 Spanish Reading

### Objective 4

*To be successful in school, students must have the ability to bring different levels of understanding to the texts they read. Good readers can do more than “read the lines.” They ask themselves questions, create meanings, and make initial predictions as they move through a text. Good readers also know that as they read, they will likely change their minds about some of their early ideas and assumptions. Why? Because as they read and acquire a more complete “picture” of the text, their understanding deepens and grows. They are able to answer their own questions, think critically about what they’ve read, develop their own interpretations, and use relevant parts of the text to support these interpretations. In essence, reading is a complex process that requires students not only to read “between the lines” but also to read “beyond the lines,” relating what they’ve read to what they already know. In this way reading becomes an important tool for thinking and learning, both in school and in real life.*

### TAKS Objectives and TEKS Student Expectations

#### Objetivo 4

**El estudiante aplicará sus destrezas de razonamiento crítico para analizar textos escritos que reflejan una diversidad cultural.**

- (4.10) **Lectura/comprensión.** El estudiante utiliza una variedad de estrategias para comprender textos seleccionados. Se espera que el estudiante:
- (H) haga inferencias, como conclusiones o generalizaciones, y las apoye con evidencias del texto [y con su propia experiencia] (4–6);
  - (J) distinga entre hechos y opiniones en varios textos (4–6).
- (4.11) **Lectura/respuesta literaria.** El estudiante expresa y apoya sus respuestas a varios tipos de textos. Se espera que el estudiante:
- (C) apoye sus respuestas refiriéndose a aspectos relevantes del texto [y a sus propias experiencias] (4–6);
  - (D) relacione, compare y contraste ideas y temas a través de textos (4–6).
- (4.12) **Lectura/estructuras del texto/conceptos literarios.** El estudiante analiza las características de varios tipos de textos (géneros literarios). Se espera que el estudiante:
- (B) reconozca que los autores organizan la información de maneras específicas (4–5).

## Objective 4—For Your Information

Items that assess the ability to read and think inferentially will require students to move beyond their basic understanding of a text to demonstrate a deeper, more complete understanding of what they've read. These types of items can take many forms; for example, items may require students to draw a conclusion, make a reasonable prediction, understand the relationship between two parts of a text, understand how a text relates to their own lives, or understand the deeper meanings implied by a text.

Items that assess the ability to distinguish between fact and opinion will require students to recognize when an author uses opinions or persuasive techniques to influence the thinking or actions of readers or when an author is merely presenting facts. Fact/opinion items will be assessed only in expository or mixed selections in which it is clear that the author's intent is to persuade.

Items that require students to support interpretations or conclusions with evidence from the text will include paraphrased ideas or sentences taken verbatim from the text. However, an individual item will never mix these answer-choice options; that is, paraphrased ideas and verbatim quotes will not be combined in the same item. Answer choices using words, phrases, or sentences taken verbatim from the text will be italicized.

Items that test a student's ability to connect, compare, and contrast ideas, themes, or issues will most commonly be developed for paired selections. However, this item type may also be developed for a single selection if it includes multiple ideas, themes, or issues that can be clearly linked.

Items that assess a student's ability to recognize that authors organize information in specific ways will focus on the organizational patterns authors choose to arrange and link ideas. It is important for students to know that authors organize ideas in various ways, depending upon how they want the reader to understand those ideas. Familiarity with common organizational patterns—for example, sequencing, description, comparison/contrast, cause/effect, and problem/solution—helps students learn how these patterns can affect the meaning of a text. If students are able to recognize this connection, they will develop their ability to comprehend, evaluate, and appreciate a wide variety of texts. For items of this type, students will be expected to identify general patterns rather than use specific terminology. For example, for an item assessing an understanding of an author's use of sequencing, the student might be required to know that the author has presented ideas in the order in which they occur. However, the student would not be required to know the term *cronológico*.

**TAKS**

**GRADE 4 SPANISH READING**

**Sample Selection and Items**

# Nuestro mundo del arte

■ Una revista para jóvenes

Ejemplar de julio

## Helen Cordero y los narradores de cuentos

1 Helen Cordero saca de un recipiente un pedazo de barro mojado. El barro de color café rojizo ha estado remoándose en agua. Antes de que Helen lo pusiera a remojar, el barro estaba tan duro como una piedra. Ahora ya está suave y Helen comienza a amasarlo como si fuera masa para hacer pan. Lo dobla y lo mezcla. Le pone arena y le quita los palitos y piedritas. Ahora Helen puede usar el barro para darles forma a sus figuras.

2 Helen comienza a hacer sus figuras con un pedazo plano y grande de barro que los artesanos llaman placa. Luego con los dedos empieza a darle la forma deseada. Hoy, como de costumbre, Helen está haciendo la figura de un narrador de cuentos. Por lo general, ella moldea estas figuras para que se parezcan a su abuelo, uno de los narradores de cuentos más queridos en la aldea de Nuevo México en donde ella se crió.

3 Helen recuerda a su abuelo con frecuencia. Le gusta acordarse de cuando ella y otros niños se sentaban alrededor de él. Les encantaba escuchar los maravillosos cuentos y leyendas que les contaba de los tiempos pasados de su tribu, los indios pueblo. Hoy Helen se está acordando de la leyenda de cómo llegaron los primeros seres humanos a la Tierra. La leyenda cuenta que antes la gente vagaba de noche por el cielo a través de un río de estrellas llamado Camino Sin Fin. Hoy se les llama a esas estrellas la Vía Láctea. Según la leyenda, la gente se cansó de vagar por el cielo y querían tener un hogar. Finalmente descubrieron la Tierra, donde unos animales amigables los guiaron a buenas tierras.

A Helen Cordero le gusta ayudar a mantener la tradición de narrar cuentos por medio de sus artesanías. Ella sabe lo importantes que son los narradores de cuentos para su tribu. Hasta hace poco, los indios pueblo no tenían un lenguaje escrito. Por ese motivo, la mayoría de sus historias no se encuentran en los libros. Los narradores de cuentos son los que las han ido pasando de una generación a otra. Así es como los niños han aprendido la historia de su tribu. Además, escuchar cuentos también es muy divertido. Por eso es que siempre hay tantos niños alrededor de las figuras que Helen hace. A veces ella

4



■ Sigue en la página 2

coloca hasta 30 niños alrededor de una figura.

5 Cuando Helen comienza a formar la cara de un nuevo narrador de cuentos, trata de representar la de su abuelo. Al igual que la cara de él, la cara de la figura siempre es amigable. Helen le hace la boca abierta como si la figura estuviera narrando un cuento o cantando una



canción. Los ojos están cerrados como si tratara de recordar algo. Los indios de la tribu pueblo le llaman a esto “pensando hacia atrás”.

6 Luego, Helen esculpe el cuerpo de la figura dándoles forma a las piernas y los brazos. Éstos están siempre extendidos para que Helen pueda colocar más fácilmente a los niños que ella va a poner alrededor de la figura. Al terminar, Helen empieza a darles forma a los niños. Ella no siempre pone el mismo número de niños. Helen los va poniendo hasta que la figura se ve exactamente como ella quiere.

Después, hace las caras de los niños con expresiones que muestran cómo se sienten al escuchar el cuento. Helen sonríe al pensar en cómo se veían las caras de los niños cuando escuchaban a su abuelo darles vida a las historias del pasado. Los niños de barro a veces están bostezando o tienen sueño. Otros se ríen o hasta parece que están un poco asustados.

Helen ha terminado finalmente de formar la figura. Ahora se debe dejar secar por varios días antes de que ella pueda pintarla. Cuando ya está seca, Helen pule la figura con papel de lija. Esto lo hace con mucho cuidado para que la figura no se quiebre. Si una figura se quiebra, no la tira a la basura, sino que ella va al río y la echa en el agua para devolverla a la Tierra.

Las pinturas que Helen usa para las figuras de narradores de cuentos están hechas de barro y plantas de la región. Ella pasa mucho tiempo pintando cuidadosamente cada figura. Después de que pinta una figura, hay que cocerla. En este último paso, ella mete la figura dentro de un horno caliente para endurecer el barro. Luego, ya está lista para que Helen la pueda vender o regalársela a alguien.

Helen Cordero es famosa por sus bellas figuras de narradores de cuentos. De hecho, la gente comúnmente compra las figuras aun antes de verlas. Helen se alegra de que a muchas personas les gusten sus figuras de narradores de cuentos. Ella espera que estas figuras le recuerden a la gente lo importante que es mantener vivas sus propias historias familiares.

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**1** Según la leyenda de la tribu pueblo, los seres humanos llegaron a la Tierra porque —

- A** querían oír los cuentos que contaba el abuelo de Helen
- B** estaban perdidos y necesitaban pedir ayuda
- C\*** estaban cansados de vagar y querían un lugar donde vivir
- D** querían preguntarles a los animales cómo regresar a casa

Objective 1

**2** En el párrafo 6, ¿qué palabras le ayudan al lector a saber qué significa esculpe?

- A** *más fácilmente*
- B\*** *dándoles forma*
- C** *pueda colocar*
- D** *alrededor de la figura*

Objective 1

**3** ¿Cuál es el mejor resumen del artículo?

- A\*** Helen Cordero usa el barro para hacer sus famosas figuras de narradores de cuentos. Ella las hace para que se parezcan a su abuelo, quien era un narrador de cuentos en su aldea. Después que el barro se seca, pinta las figuras y las mete en un horno.
- B** Las figuras de narradores de cuentos las hace solamente Helen Cordero. Están hechas del barro que ella saca de la tierra. Las pinturas que usa están hechas de barro y plantas que hay cerca de donde ella vive.
- C** Helen Cordero quería mucho a su abuelo. Él era narrador de cuentos en la aldea donde ella vivía cuando era niña. Él les contaba a los niños las historias de los indios pueblo.
- D** El narrador de cuentos de los indios pueblo era muy importante en la aldea. Helen Cordero hace figuras de narradores de cuentos. Ella quiere que la gente sepa que pueden usar cosas que obtienen de la tierra para hacer bellas artesanías.

Objective 1

- 4 Este artículo trata principalmente de —
- A las leyendas y los cuentos que contaba el abuelo de Helen
  - B las pinturas que Helen usa para decorar sus figuras de narradores de cuentos
  - C la importancia de los narradores de cuentos para los indios pueblo
  - D\* las figuras de narradores de cuentos hechas por Helen Cordero

Objective 1

- 5 De acuerdo con lo que el lector aprende acerca de Helen, ¿cuál oración es razonable?
- A Helen trata de hacer todas las figuras exactamente iguales.
  - B El paso favorito de Helen es pintar las figuras.
  - C Helen usa las figuras para contar cuentos.
  - D\* Los narradores de cuentos ayudan a Helen a tener una conexión especial con su abuelo.

Objective 3

- 6 El autor probablemente escribió este artículo para —

- A explicar a los lectores cómo llegaron los seres humanos a la Tierra
- B\* contarles a los lectores sobre un tipo interesante de artesanía
- C persuadir a los lectores a que compren una de las figuras de Helen Cordero
- D informarles a los lectores sobre las leyendas de la tribu pueblo

Objective 3

7 Observa este diagrama que incluye información del artículo.



¿Qué idea va en el cuadro vacío?

- A\* Cómo se ve la figura del narrador de cuentos
- B Qué se usa para hacer una figura de narrador de cuentos
- C Los pasos que se siguen para hacer una figura de narrador de cuentos
- D Las expresiones de las caras de los niños en las figuras de narradores de cuentos

Objective 3

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8 Usa la siguiente tabla para contestar la pregunta de abajo.

1. Un pedazo de barro se usa para hacer una figura.
2. La cara de la figura se forma para que se parezca al abuelo de Helen.
3.
4. Los niños se van poniendo hasta que la figura se ve exactamente como Helen quiere.

¿Cuál evento va en el cuadro número 3?

- A La pintura le da color a la figura.
- B El barro duro se remoja en agua.
- C\* Se forman los brazos y piernas de la figura.
- D La figura se coloca dentro del horno.

Objective 3

- 9** ¿Cuál idea aparece en todo el artículo?
- A** Compartir un idioma
  - B\*** Hacer honor a una tradición
  - C** Escoger algo
  - D** Trabajar mucho

Objective 4

- 10** El lector puede concluir que cada una de las figuras que Helen hace —
- A** cuesta igual
  - B\*** toma diferente tiempo en hacerse
  - C** representa niños de diferente edad
  - D** está pintada de tres colores

Objective 4

- 11** ¿Cómo organiza el autor los párrafos del 5 al 8 del artículo?
- A** Compara los cuentos y leyendas de los indios pueblo con los de otras tribus de indios norteamericanos.
  - B\*** Presenta los pasos que el artesano sigue para hacer una figura de narrador de cuentos.
  - C** Explica las diferencias entre pulir las figuras y moldear las figuras.
  - D** Muestra cómo la leyenda del Camino Sin Fin y la de la Vía Láctea están relacionadas.

Objective 4