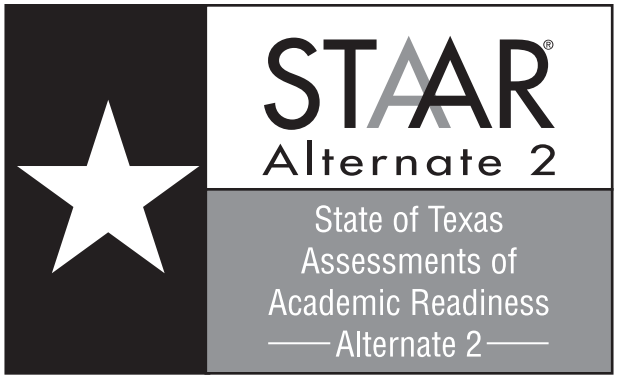

TEKS Curriculum Framework for STAAR Alternate 2

Grade 4 Reading Language Arts

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STAAR Strand 1 – Oral Language Skills

Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

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;
(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
(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; and
(D) identify, use, and explain the meaning of homophones such as reign/rain.

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- use print or digital resources to determine meaning, syllabication, and pronunciation (3)
- use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (3)
- identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (3)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (3)
- use print or digital resources to determine meaning and pronunciation of unknown words (2)
- use context within and beyond a sentence to determine the meaning of unfamiliar words (2)
- identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion (2)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2)
- use a resource such as a picture dictionary or digital resource to find words (1)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1)
- identify the meaning of words with the affixes -s, -ed, and -ing (1)
- identify and use words that name actions, directions, positions, sequences, categories, and locations (1)
- use a resource such as a picture dictionary or digital resource to find words (K)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (K)
- identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations (K)

STAAR Strand 2 – Comprehension Skills

Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

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:

(E) make connections to personal experiences, ideas in other texts, and society;
(F) make inferences and use evidence to support understanding;
(G) evaluate details read to determine key ideas
(H) synthesize information to create new understanding; and
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- make connections to personal experiences, ideas in other texts, and society (3)
- make inferences and use evidence to support understanding (3)
- evaluate details read to determine key ideas (3)
- synthesize information to create new understanding (3)
- make connections to personal experiences, ideas in other texts, and society (2)
- make inferences and use evidence to support understanding (2)
- evaluate details read to determine key ideas (2)
- synthesize information to create new understanding (2)
- make connections to personal experiences, ideas in other texts, and society with adult assistance (1)
- make inferences and use evidence to support understanding with adult assistance (1)
- evaluate details to determine what is most important with adult assistance (1)
- synthesize information to create new understanding with adult assistance (1)
- make inferences and use evidence to support understanding with adult assistance (K)
- evaluate details to determine what is most important with adult assistance (K)
- synthesize information to create new understanding with adult assistance (K)

STAAR Strand 3 – Response Skills
Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations
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; (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite Skills/Links to TEKS Vertical Alignment	
	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: • use text evidence to support an appropriate response (3) • retell and paraphrase texts in ways that maintain meaning and logical order (3) • use text evidence to support an appropriate response (2) • retell and paraphrase texts in ways that maintain meaning and logical order (2) • use text evidence to support an appropriate response (1) • retell texts in ways that maintain meaning (1) • use text evidence to support an appropriate response (K) • retell texts in ways that maintain meaning (K)

STAAR Strand 4 – Literary Elements and Genres

Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

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;
(B) explain the interactions of the characters and the changes they undergo;
(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and
(D) explain the influence of the setting, including historical and cultural settings, on the plot.

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:

(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
(D) recognize characteristics and structures of informational text, including:
  (i) the central idea with supporting evidence;
  (iii) organizational patterns such as compare and contrast.

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- infer the theme of a work, distinguishing theme from topic (3)
- explain the relationships among the major and minor characters (3)
- analyze plot elements, including the sequence of events, the conflict, and the resolution (3)
- explain the influence of the setting on the plot (3)
- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character's (characters') internal and external traits (2)
- describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (2)
- describe the importance of the setting (2)
- discuss topics and determine theme using text evidence with adult assistance (1)
- describe the main character(s) and the reason(s) for their actions (1)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment

- describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)
- describe the setting (1)
- discuss topics and determine the basic theme using text evidence with adult assistance (K)
- identify and describe the main character(s) (K)
- describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (K)
- describe the setting (K)

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:

- explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems (3)
- discuss elements of drama such as characters, dialogue, setting, and acts (3)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence (3)
  - (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding (3)
  - (iii) organizational patterns such as cause and effect and problem and solution (3)
- explain visual patterns and structures in a variety of poems (2)
- discuss elements of drama such as characters, dialogue, and setting (2)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance (2)
  - (ii) features and graphics to locate and gain information (2)
  - (iii) organizational patterns such as chronological order and cause and effect stated explicitly (2)
- discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1)
- discuss elements of drama such as characters and setting (1)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance (1)
  - (ii) features and simple graphics to locate or gain information (1)
  - (iii) organizational patterns such as chronological order and description with adult assistance (1)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment	
	• discuss rhyme and rhythm in nursery rhymes and a variety of poems (K) • discuss main characters in drama (K) • recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (K) (ii) titles and simple graphics to gain information (K) (iii) the steps in a sequence with adult assistance (K)

STAAR Strand 5 – Author's Purpose and Craft

Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

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;

(C) analyze the author's use of print and graphic features to achieve specific purposes;

(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; and

(E) identify and understand the use of literary devices, including first- or third-person point of view.

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- identify the use of literary devices, including first- or third-person point of view (3)
- explain the author's purpose and message within a text (3)
- explain the author's use of print and graphic features to achieve specific purposes (3)
- describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes (3)
- identify the use of literary devices, including first- or third-person point of view (3)
- discuss the author's purpose for writing text (2)
- listen to and experience first- and third-person texts (1)
- discuss the author's purpose for writing text (1)
- discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (1)
- discuss how the author uses words that help the reader visualize (1)
- discuss with adult assistance the author's purpose for writing text (K)
- discuss with adult assistance how the use of text structure contributes to the author's purpose (K)
- discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (K)
- discuss with adult assistance how the author uses words that help the reader visualize (K)
- listen to an experience first- and third-person text (K)

STAAR Strand 6 – Composition - Writing Process and Genres

Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

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:

(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

(D) edit drafts using standard English conventions, including:

(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
(ii) past tense of irregular verbs;
(iii) singular, plural, common, and proper nouns;
(iv) adjectives, including their comparative and superlative forms;
(v) adverbs that convey frequency and adverbs that convey degree;
(vi) prepositions and prepositional phrases;
(vii) pronouns, including reflexive;
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; and
(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)
- edit drafts using standard English conventions, including:
  - (i) complete simple and compound sentences with subject-verb agreement (3)
  - (ii) past, present, and future verb tense (3)
  - (iii) singular, plural, common, and proper nouns (3)
  - (iv) adjectives, including their comparative and superlative forms (3)
  - (v) adverbs that convey time and adverbs that convey manner (3)
  - (vi) prepositions and prepositional phrases (3)
  - (vii) pronouns, including subjective, objective, and possessive cases (3)
  - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (3)
  - (ix) capitalization of official titles of people, holidays, and geographical names and places (3)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment

(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (3)

- revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)
- edit drafts using standard English conventions, including:
  - (i) complete sentences with subject-verb agreement (2)
  - (ii) past, present, and future verb tense (2)
  - (iii) singular, plural, common, and proper nouns (2)
  - (iv) adjectives, including articles (2)
  - (v) adverbs that convey time and adverbs that convey place (2)
  - (vi) prepositions and prepositional phrases (2)
  - (vii) pronouns, including subjective, objective, and possessive cases (2)
  - (viii) coordinating conjunctions to form compound subjects and predicates (2)
  - (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter (2)
  - (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates (2)
- revise drafts by adding details in pictures or words (1)
- edit drafts using standard English conventions, including:
  - (i) complete sentences with subject-verb agreement (1)
  - (ii) past and present verb tense (1)
  - (iii) singular, plural, common, and proper nouns (1)
  - (iv) adjectives, including articles (1)
  - (v) adverbs that convey time (1)
  - (vi) prepositions (1)
  - (vii) pronouns, including subjective, objective, and possessive cases (1)
  - (viii) capitalization for the beginning of sentences and the pronoun “I” (1)
  - (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)
- revise drafts by adding details in pictures or words (K)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment	
	• edit drafts with adult assistance using standard English conventions, including: (i) complete sentences (K) (ii) verbs (K) (iii) singular and plural nouns (K) (iv) adjectives, including articles (K) (v) prepositions (K) (vi) pronouns, including subjective, objective, and possessive cases (K) (vii) capitalization of the first letter in a sentence and name (K) (viii) punctuation marks at the end of declarative sentences (K)