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TEKS Curriculum Framework for STAAR Alternate 2

# Grade 4 Writing



## STAAR Alternate 2 Writing Instructional Terms

The curriculum that will be assessed each year for STAAR Alternate 2 is determined by the essence statements that are selected for each administration. Teachers should refer to the Curriculum Framework documents for each selected essence statement to locate the prerequisite skills that are linked to that essence statement. Instruction should focus on the listed prerequisite skills. The teacher should determine what skills have been mastered and which need to be taught according to the developmental level of the student. The goal should be to assist the student in attaining the highest academic level the student is capable of within a given year. In addition to the prerequisite skills, there are instructional terms that students will need exposure to during instruction. The following list includes the terms for all the essence statements and not just the ones selected for a given administration. Students need to become familiar with these terms as the student is developmentally able to comprehend the content. Students in higher grades need to also know the terms presented in earlier grades.

### Grade 4 Writing

topic sentence	capital letter/capitalized	salutation/closing
details	misspelled	topic
support (for topic sentence)	noun/verb	character
revise/revises/revised/revision	singular noun/plural noun	plot
add/added/adding	past/present	setting
delete/deleted/deleting	vowel/consonant	caption
concluding sentence	contraction	sequence
combine sentences	homophone	facts
transition/transition word	text	informational
edit/edited	phrase	descriptive words
end punctuation	graphic	

### Grade 7 Writing

convince/persuade/persuasive	punctuation	initials
writer	comma/commas	root word/base word
proper nouns	formal/informal	suffix
description	dialogue	feedback
meaning (retain meaning)	figurative language: simile, metaphor	abbreviations

### English I Writing

conclude/concluding statement	concluding paragraph/introductory paragraph	appositive
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### English II Writing

article	conjunction	
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<b>STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>
<p><b>(4.15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to                      (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience. Readiness Standard</p>	<p>Revises text to clarify and improve meaning.</p>
<b>4.15 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<i>Revising</i>	<ul style="list-style-type: none"> <li>• revise drafts for coherence, organization, use of simple and compound sentences, and audience</li> <li>• revise drafts by adding or deleting words, phrases, or sentences</li> <li>• revise drafts by adding or deleting a word, phrase, or sentence</li> <li>• revise drafts by adding details or sentences</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>(4.18) Writing/Expository [and Procedural] Texts.</b> Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) create brief compositions that                             <ul style="list-style-type: none"> <li>(i) establish a central idea in a topic sentence; Supporting Standard</li> <li>(ii) include supporting sentences with simple facts, details, and explanations; Supporting Standard</li> <li>(iii) contain a concluding statement. Supporting Standard</li> </ul> </li> </ul>	<p>Revises topic sentence and supporting details in expository text.</p>
<b>4.18 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>4.18</b>	<ul style="list-style-type: none"> <li>• write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)</li> <li>• create brief compositions that:                             <ul style="list-style-type: none"> <li>(i) establish a central idea in a topic sentence;</li> <li>(ii) include supporting sentences with simple facts, details, and explanations; and</li> <li>(iii) contain a concluding statement</li> </ul> </li> <li>• write responses to literary or expository texts that demonstrate an understanding of the text</li> <li>• write brief comments on literary or informational texts</li> <li>• write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)</li> <li>• write brief compositions about topics of interest to the student</li> <li>• dictate or write information for lists, captions, or invitations</li> </ul> <p><b>Writing/writing process*</b></p> <p><i>Revising</i></p> <ul style="list-style-type: none"> <li>• revise drafts for coherence, organization, use of simple and compound sentences, and audience</li> <li>• revise drafts by adding or deleting words, phrases, or sentences</li> <li>• revise drafts by adding or deleting a word, phrase, or sentence</li> <li>• revise drafts by adding details or sentences</li> </ul>

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\*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>
<p><b>(4.15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</p> <p style="padding-left: 40px;">(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]. Readiness Standard</p>	<p>Edits text using correct grammar, mechanics, and spelling.</p>
<b>4.15 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>4.15</b>	<p><i>Editing</i></p> <ul style="list-style-type: none"> <li>• edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</li> <li>• edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</li> <li>• edit drafts by leaving spaces between letters and words</li> </ul> <p><b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation*</b></p> <p><i>Capitalization</i></p> <ul style="list-style-type: none"> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) geographical names and places;</li> <li>(ii) historical periods; and</li> <li>(iii) official titles of people</li> </ul> </li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) proper nouns;</li> <li>(ii) months and days of the week; and</li> <li>(iii) the salutation and closing of a letter</li> </ul> </li> <li>• recognize and use basic capitalization for:                             <ul style="list-style-type: none"> <li>(i) the beginning of sentences;</li> <li>(ii) the pronoun "I"; and</li> <li>(iii) names of people</li> </ul> </li> <li>• capitalize the first letter in a sentence</li> </ul> <p><i>Punctuation</i></p> <ul style="list-style-type: none"> <li>• recognize and use punctuation marks including:                             <ul style="list-style-type: none"> <li>(i) apostrophes in contractions and possessives; and</li> <li>(ii) commas in series and dates</li> </ul> </li> <li>• recognize and use punctuation marks, including:                             <ul style="list-style-type: none"> <li>(i) ending punctuation in sentences;</li> </ul> </li> </ul>

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<b>4.15</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>(ii) apostrophes and contractions: and</li><li>(iii) apostrophes and possessives</li><li>• recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences</li><li>• use punctuation at the end of a sentence</li></ul>

\*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>(4.20) [Oral and] Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. The student is expected to</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: Readiness Standard</p> <ul style="list-style-type: none"> <li>(i) verbs (irregular verbs); Supporting Standard</li> <li>(ii) nouns (singular/ plural, common/ proper); Supporting Standard</li> <li>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); Supporting Standard</li> <li>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); Supporting Standard</li> <li>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; Supporting Standard</li> <li>(vi) reflexive pronouns (e.g., myself, ourselves); Supporting Standard</li> <li>(vii) correlative conjunctions (e.g., either/ or, neither/ nor); and Supporting Standard</li> <li>(viii) use time-order transition words and transitions that indicate a conclusion; Supporting Standard</li> </ul> <p>(B) use the complete subject and the complete predicate in a sentence; Readiness Standard</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement. Supporting Standard</p>	<p>Edits text for correct word usage.</p>

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**4.20****Prerequisite Skills/Links to TEKS Vertical Alignment**

- use complete simple and compound sentences with correct subject-verb agreement
- use the complete subject and the complete predicate in a sentence
- use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
  - (i) verbs (past, present, and future);
  - (ii) nouns (singular/ plural, common/ proper);
  - (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
  - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
  - (v) prepositions and prepositional phrases;
  - (vi) possessive pronouns (e.g., his, hers, theirs);
  - (vii) coordinating conjunctions (e.g., and, or, but); and
  - (viii) time-order transition words and transitions that indicate a conclusion
- distinguish among declarative and interrogative sentences
- use complete sentences with correct subject-verb agreement
- understand and use the following parts of speech in the context of reading, writing, and speaking:
  - (i) verbs (past, present, and future);
  - (ii) nouns (singular/ plural, common/ proper);
  - (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);
  - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
  - (v) prepositions and prepositional phrases;
  - (vi) pronouns (e.g., he, him); and
  - (vii) time-order transition words
- ask questions with appropriate subject-verb inversion
- speak in complete sentences with correct subject-verb agreement
- understand and use the following parts of speech in the context of reading, writing, and speaking:
  - (i) verbs (past, present, and future);
  - (ii) nouns (singular/ plural, common/ proper);
  - (iii) adjectives (e.g., descriptive: green, tall);
  - (iv) adverbs (e.g., time: before, next);
  - (v) prepositions and prepositional phrases;
  - (vi) pronouns (e.g., I, me); and
  - (vii) time-order transition words
- use complete simple sentences
- speak in complete sentences to communicate

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4.20	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):               <ul style="list-style-type: none"> <li>(i) past and future tenses when speaking;</li> <li>(ii) nouns (singular/ plural);</li> <li>(iii) descriptive words;</li> <li>(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and</li> <li>(v) pronouns (e.g., I, me)</li> </ul> </li> <li><b>Concepts about print skills</b></li> <li>• use some appropriate writing conventions when writing or giving dictation</li> <li><b>Sentences and structure skills</b></li> <li>• combine sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning</li> <li>• combine more than one idea using complex sentences</li> <li>• use sentences with more than one phrase</li> <li>• use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement</li> <li>• use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order</li> <li><b>Vocabulary skills</b></li> <li>• use category labels to understand how the words/ objects relate to each other</li> <li>• use a wide variety of words to label and describe people, places, things, and actions</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

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<p><b>(4.21) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. The student is expected to</p> <p>(B) use capitalization Readiness Standard for</p> <p>(i) historical events and documents; Supporting Standard</p> <p>(ii) titles of books, stories, and essays; Supporting Standard</p> <p>(iii) languages, races, and nationalities; Supporting Standard</p> <p>(C) recognize and use punctuation marks Readiness Standard including</p> <p>(i) commas in compound sentences; Supporting Standard</p> <p>(ii) quotation marks. Supporting Standard</p>	<p>Edits text for correct capitalization and punctuation.</p>
<b>4.21 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>4.21</b>	<p><i>Capitalization</i></p> <ul style="list-style-type: none"> <li>• use capitalization for:               <ul style="list-style-type: none"> <li>(i) geographical names and places;</li> <li>(ii) historical periods; and</li> <li>(iii) official titles of people</li> </ul> </li> <li>• use capitalization for:               <ul style="list-style-type: none"> <li>(i) proper nouns;</li> <li>(ii) months and days of the week; and</li> <li>(iii) the salutation and closing of a letter</li> </ul> </li> <li>• recognize and use basic capitalization for:               <ul style="list-style-type: none"> <li>(i) the beginning of sentences;</li> <li>(ii) the pronoun "I"; and</li> <li>(iii) names of people</li> </ul> </li> <li>• capitalize the first letter in a sentence</li> </ul>

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4.21	Prerequisite Skills/Links to TEKS Vertical Alignment
<i>Punctuation</i>	<ul style="list-style-type: none"><li>• recognize and use punctuation marks including:<ul style="list-style-type: none"><li>(i) apostrophes in contractions and possessives; and</li><li>(ii) commas in series and dates</li></ul></li><li>• recognize and use punctuation marks, including:<ul style="list-style-type: none"><li>(i) ending punctuation in sentences;</li><li>(ii) apostrophes and contractions: and</li><li>(iii) apostrophes and possessives</li></ul></li><li>• recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences</li><li>• use punctuation at the end of a sentence</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

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<p><b>(4.22) [Oral and] Written Conventions/Spelling.</b> Students spell correctly. The student is expected to</p> <p>(A) spell words with more advanced orthographic patterns and rules: Readiness Standard</p> <p>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es); Supporting Standard</p> <p>(ii) irregular plurals (e.g., man/ men, foot/ feet, child/ children); Supporting Standard</p> <p>(iii) double consonants in middle of words; Supporting Standard</p> <p>(iv) other ways to spell sh (e.g., -sion, -tion, -cian); Supporting Standard</p> <p>(v) silent letters (e.g., knee, wring); Supporting Standard</p> <p>(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-); Supporting Standard</p> <p>(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); Supporting Standard</p> <p>(D) use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings. Supporting Standard</p>	<p>Edits text for correct spelling.</p>
<b>4.22 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<ul style="list-style-type: none"> <li>• use print and electronic resources to find and check correct spellings</li> <li>• spell complex contractions (e.g., should've, won't)</li> <li>• spell single syllable homophones (e.g., bear/ bare; week/ weak; road/ rode)</li> <li>• spell words with common syllable constructions (e.g., closed, open, final stable syllable)</li> <li>• spell high-frequency and compound words from a commonly used list</li> <li>• spell words with more advanced orthographic patterns and rules:             <ul style="list-style-type: none"> <li>(i) consonant doubling when adding an ending;</li> <li>(ii) dropping final "e" when endings are added (e.g., -ing, -ed);</li> <li>(iii) changing y to i before adding an ending;</li> </ul> </li> </ul>

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4.22	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p>(iv) double consonants in middle of words;            (v) complex consonants (e.g., scr-, -dge, -tch); and            (vi) abstract vowels (e.g., ou as in could, touch, through, bought)</p> <ul style="list-style-type: none"> <li>• use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell</li> <li>• spell simple contractions (e.g., isn't, aren't, can't)</li> <li>• spell base words with inflectional endings (e.g., -ing and -ed)</li> <li>• spell words with common orthographic patterns and rules:               <ul style="list-style-type: none"> <li>(i) complex consonants (e.g., hard and soft c and g, ck);</li> <li>(ii) r-controlled vowels;</li> <li>(iii) long vowels (e.g., VCe-hope); and</li> <li>(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)</li> </ul> </li> <li>• use phonological knowledge to match sounds to letters to construct unknown words</li> <li>• use resources to find correct spellings</li> <li>• spell high-frequency words from a commonly used list</li> <li>• spell base words with inflectional endings (e.g., adding "s" to make words plurals)</li> <li>• use letter-sound patterns to spell:               <ul style="list-style-type: none"> <li>(i) consonant-vowel-consonant (CVC) words;</li> <li>(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and</li> <li>(iii) one-syllable words with consonant blends (e.g., "drop")</li> </ul> </li> <li>• use phonological knowledge to match sounds to letters to construct known words</li> <li>• write one's own name</li> <li>• use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")</li> <li>• use phonological knowledge to match sounds to letters</li> </ul> <p><b>Independently conveys meaning skills</b></p> <ul style="list-style-type: none"> <li>• write own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters</li> </ul> <p><b>Speech production sounds</b></p> <ul style="list-style-type: none"> <li>• perceive differences between similar sounding words</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.