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TEKS Curriculum Framework for STAAR Alternate 2

# Grade 4 Reading Language Arts

<b>STAAR Strand 1 – Oral Language Skills</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>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:</b></p> <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>(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</p> <p>(D) identify, use, and explain the meaning of homophones such as reign/rain.</p>	<p><b>Essence Statement</b></p> <p>Uses a variety of strategies to demonstrate understanding of new vocabulary words.</p>
<b>STAAR Strand 1 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<p>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:</p> <ul style="list-style-type: none"> <li>• use print or digital resources to determine meaning, syllabication, and pronunciation (3)</li> <li>• use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (3)</li> <li>• identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (3)</li> <li>• identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (3)</li> <li>• use print or digital resources to determine meaning and pronunciation of unknown words (2)</li> <li>• use context within and beyond a sentence to determine the meaning of unfamiliar words (2)</li> <li>• identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion (2)</li> <li>• identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2)</li> <li>• use a resource such as a picture dictionary or digital resource to find words (1)</li> <li>• use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1)</li> <li>• identify the meaning of words with the affixes -s, -ed, and -ing (1)</li> </ul>

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<b>STAAR Strand 1</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• identify and use words that name actions, directions, positions, sequences, categories, and locations (1)</li><li>• use a resource such as a picture dictionary or digital resource to find words (K)</li><li>• use illustrations and texts the student is able to read or hear to learn or clarify word meanings (K)</li><li>• identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations (K)</li></ul>

<b>STAAR Strand 2 – Comprehension Skills</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>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:</b></p> <ul style="list-style-type: none"> <li>(E) make connections to personal experiences, ideas in other texts, and society;</li> <li>(F) make inferences and use evidence to support understanding;</li> <li>(G) evaluate details read to determine key ideas</li> <li>(H) synthesize information to create new understanding; and</li> <li>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</li> </ul>	<p><b>Essence Statement</b></p> <p>Uses a variety of strategies to demonstrate comprehension of informational and literary text.</p>
<b>STAAR Strand 2 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>• make connections to personal experiences, ideas in other texts, and society (3)</li> <li>• make inferences and use evidence to support understanding (3)</li> <li>• evaluate details read to determine key ideas (3)</li> <li>• synthesize information to create new understanding (3)</li> <li>• make connections to personal experiences, ideas in other texts, and society (2)</li> <li>• make inferences and use evidence to support understanding (2)</li> <li>• evaluate details read to determine key ideas (2)</li> <li>• synthesize information to create new understanding (2)</li> <li>• make connections to personal experiences, ideas in other texts, and society with adult assistance (1)</li> <li>• make inferences and use evidence to support understanding with adult assistance (1)</li> <li>• evaluate details to determine what is most important with adult assistance (1)</li> </ul>	

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<b>STAAR Strand 2</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"> <li>• synthesize information to create new understanding with adult assistance (1)</li> <li>• make inferences and use evidence to support understanding with adult assistance (K)</li> <li>• evaluate details to determine what is most important with adult assistance (K)</li> <li>• synthesize information to create new understanding with adult assistance (K)</li> </ul>

<b>STAAR Strand 3 – Response Skills</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>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></p> <ul style="list-style-type: none"> <li>(C) use text evidence to support an appropriate response;</li> <li>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</li> </ul>	<p><b>Essence Statement</b></p> <p>Responds to a variety of text in meaningful ways.</p>
<b>STAAR Strand 3 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<p>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:</p> <ul style="list-style-type: none"> <li>• use text evidence to support an appropriate response (3)</li> <li>• retell and paraphrase texts in ways that maintain meaning and logical order (3)</li> <li>• use text evidence to support an appropriate response (2)</li> <li>• retell and paraphrase texts in ways that maintain meaning and logical order (2)</li> <li>• use text evidence to support an appropriate response (1)</li> <li>• retell texts in ways that maintain meaning (1)</li> <li>• use text evidence to support an appropriate response (K)</li> <li>• retell texts in ways that maintain meaning (K)</li> </ul>

<b>STAAR Strand 4 – Literary Elements &amp; genres</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>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:</b></p> <ul style="list-style-type: none"> <li>(A) infer basic themes supported by text evidence;</li> <li>(B) explain the interactions of the characters and the changes they undergo;</li> <li>(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and</li> <li>(D) explain the influence of the setting, including historical and cultural settings, on the plot.</li> </ul>	<p><b>Essence Statement</b></p> <p>Uses a variety of strategies to demonstrate an understanding of literary text.</p>
<p><b>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></p> <ul style="list-style-type: none"> <li>(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</li> <li>(D) recognize characteristics and structures of informational text, including:                             <ul style="list-style-type: none"> <li>(i) the central idea with supporting evidence;</li> <li>(iii) organizational patterns such as compare and contrast.</li> </ul> </li> </ul>	<p><b>Essence Statement</b></p> <p>Demonstrates an understanding of the structure and elements of informational text and multiple literary genres including fiction, poetry, and drama.</p>
<b>STAAR Strand 4 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>• infer the theme of a work, distinguishing theme from topic (3)</li> <li>• explain the relationships among the major and minor characters (3)</li> </ul>	

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**STAAR Strand 4****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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)
- 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)

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<b>STAAR Strand 4</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1)</li><li>• discuss elements of drama such as characters and setting (1)</li><li>• recognize characteristics and structures of informational text, including:<ul style="list-style-type: none"><li>(i) the central idea and supporting evidence with adult assistance (1)</li><li>(ii) features and simple graphics to locate or gain information (1)</li><li>(iii) organizational patterns such as chronological order and description with adult assistance (1)</li></ul></li><li>• discuss rhyme and rhythm in nursery rhymes and a variety of poems (K)</li><li>• discuss main characters in drama (K)</li><li>• recognize characteristics and structures of informational text, including:<ul style="list-style-type: none"><li>(i) the central idea and supporting evidence with adult assistance (K)</li><li>(ii) titles and simple graphics to gain information (K)</li><li>(iii) the steps in a sequence with adult assistance (K)</li></ul></li></ul>

<b>STAAR Strand 5 – Author’s Purpose and Craft</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>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:</b></p> <ul style="list-style-type: none"> <li>(A) explain the author’s purpose and message within a text;</li> <li>(C) analyze the author’s use of print and graphic features to achieve specific purposes;</li> <li>(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</li> <li>(E) identify and understand the use of literary devices, including first- or third-person point of view.</li> </ul>	<p><b>Essence Statement</b></p> <p>Demonstrates an understanding of the author’s use of language and organizational patterns in a variety of texts.</p>
<b>STAAR Strand 5 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<p>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:</p> <ul style="list-style-type: none"> <li>• identify the use of literary devices, including first- or third-person point of view (3)</li> <li>• explain the author’s purpose and message within a text (3)</li> <li>• explain the author’s use of print and graphic features to achieve specific purposes (3)</li> <li>• 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)</li> <li>• identify the use of literary devices, including first- or third-person point of view (3)</li> <li>• discuss the author’s purpose for writing text (2)</li> <li>• listen to and experience first- and third-person texts (1)</li> <li>• discuss the author’s purpose for writing text (1)</li> </ul>

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<b>STAAR Strand 5</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes (1)</li><li>• discuss how the author uses words that help the reader visualize (1)</li><li>• discuss with adult assistance the author’s purpose for writing text (K)</li><li>• discuss with adult assistance how the use of text structure contributes to the author’s purpose (K)</li><li>• discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes (K)</li><li>• discuss with adult assistance how the author uses words that help the reader visualize (K)</li><li>• listen to an experience first- and third-person text (K)</li></ul>

<b>STAAR Strand 6 – Composition - Writing process &amp; genres</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>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></p> <p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</li> <li>(ii) past tense of irregular verbs;</li> <li>(iii) singular, plural, common, and proper nouns;</li> <li>(iv) adjectives, including their comparative and superlative forms;</li> <li>(v) adverbs that convey frequency and adverbs that convey degree;</li> <li>(vi) prepositions and prepositional phrases;</li> <li>(vii) pronouns, including reflexive;</li> <li>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</li> <li>(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; and</li> <li>(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</li> </ul>	<p><b>Essence Statement</b></p> <p>Revises and edits text to clarify and improve meaning.</p>
<b>STAAR Strand 6 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<p>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:</p> <ul style="list-style-type: none"> <li>• revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)</li> </ul>

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**STAAR Strand 6****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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)
  - (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)

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STAAR Strand 6	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"><li>(viii) capitalization for the beginning of sentences and the pronoun “I” (1)</li><li>(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)</li><li>• revise drafts by adding details in pictures or words (K)</li><li>• edit drafts with adult assistance using standard English conventions, including:<ul style="list-style-type: none"><li>(i) complete sentences (K)</li><li>(ii) verbs (K)</li><li>(iii) singular and plural nouns (K)</li><li>(iv) adjectives, including articles (K)</li><li>(v) prepositions (K)</li><li>(vi) pronouns, including subjective, objective, and possessive cases (K)</li><li>(vii) capitalization of the first letter in a sentence and name (K)</li><li>(viii) punctuation marks at the end of declarative sentences (K)</li></ul></li></ul>