



# **2022 Grade 4 Reading Assessment**

## **Eligible Texas Essential Knowledge and Skills**

# STAAR Grade 4 Reading

## Genres Assessed in Reading:

### Literary

- Fiction
- Literary Nonfiction
- Poetry
- Drama

### Informational

- Expository/Informational
- Argumentative
- Persuasive

## Reporting Category 1: Understanding and Analysis Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

- (3) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine meaning, syllabication, and pronunciation; **Supporting Standard**
  - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; **Readiness Standard**
  - (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; **Supporting Standard**
  - (D) identify, use, and explain the meaning of homophones such as reign/rain. **Supporting Standard**

- (6) **Comprehension skills: listening, speaking, reading, writing,** and thinking **using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (E) make connections to personal experiences, ideas in other texts, and society; ***Readiness Standard***

## Reporting Category: 2

### Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

- (6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**
  - (F) make inferences and use evidence to support understanding; **Readiness Standard**
  - (G) evaluate details read to determine key ideas; **Readiness Standard**
  - (H) synthesize information to create new understanding; **Readiness Standard**
- (7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (C) use text evidence to support an appropriate response; **Readiness Standard**
  - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **Readiness Standard**
- (8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) infer basic themes supported by text evidence; **Supporting Standard**
  - (B) explain the interactions of the characters and the changes they undergo; **Readiness Standard**

- (C) analyze plot elements, including the rising action, climax, falling action, and resolution; **Readiness Standard**
  - (D) explain the influence of the setting, including historical and cultural settings, on the plot. **Supporting Standard**
- (9) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; **Supporting Standard**
  - (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images; **Supporting Standard**
  - (C) explain structure in drama such as character tags, acts, scenes, and stage directions; **Supporting Standard**
- (10) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) explain the author's purpose and message within a text; **Readiness Standard**
  - (B) explain how the use of text structure contributes to the author's purpose; **Supporting Standard**
  - (C) analyze the author's use of print and graphic features to achieve specific purposes; **Supporting Standard**
  - (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; **Supporting Standard**
  - (E) identify and understand the use of literary devices, including first- or third-person point of view; **Supporting Standard**

- (F) discuss how the author's use of language contributes to voice;  
**Supporting Standard**
- (G) identify and explain the use of anecdote. **Supporting Standard**

## Reporting Category: 3 Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

- (6) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**
  - (F) make inferences and use evidence to support understanding; **Readiness Standard**
  - (G) evaluate details read to determine key ideas; **Readiness Standard**
  - (H) synthesize information to create new understanding; **Readiness Standard**
- (7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (C) use text evidence to support an appropriate response; **Readiness Standard**
  - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **Readiness Standard**
- (9) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (D) recognize characteristics and structures of informational text, including:
    - (i) the central idea with supporting evidence; **Readiness Standard**

- (ii) features such as pronunciation guides and diagrams to support understanding; and  
**Supporting Standard**
  - (iii) organizational patterns such as compare and contrast;  
**Supporting Standard**
- (E) recognize characteristics and structures of argumentative text by:
  - (i) identifying the claim; **Readiness Standard**
  - (ii) explaining how the author has used facts for an argument; and  
**Readiness Standard**
  - (iii) identifying the intended audience or reader;  
**Supporting Standard**
- (10) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
  - (A) explain the author's purpose and message within a text;  
**Readiness Standard**
  - (B) explain how the use of text structure contributes to the author's purpose; **Supporting Standard**
  - (C) analyze the author's use of print and graphic features to achieve specific purposes; **Supporting Standard**
  - (F) discuss how the author's use of language contributes to voice;  
**Supporting Standard**
  - (G) identify and explain the use of anecdote. **Supporting Standard**