



# **Grade 4 Spanish Reading Assessment**

**2019-2020 and 2020-2021**

**Eligible Texas Essential  
Knowledge and Skills**

NOTE: The English and Spanish versions of STAAR assess the same reporting categories and TEKS standards.

# STAAR Grade 4 Reading Assessment

## 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.

2017 Student Expectation	2009 Student Expectation
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(C)</b> identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p>	<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(A)</b> determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to determine the meaning of words based on their affixes or roots.</p>	
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(B)</b> use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p>	<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(B)</b> use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards both require students to determine the meaning of unfamiliar or multi-meaning words using context.</p>	
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(A)</b> use print or digital resources to determine meaning, syllabication, and pronunciation.</p>	<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(E)</b> use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both require students to use a resource such as a dictionary to determine the meaning of words.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>None</b></p>	<p><b>(7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(F)</b> make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both focus on making connections across multiple texts.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## Reporting Category 2: Understanding and Analysis of Literary Texts

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

2017 Student Expectation	2009 Student Expectation
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> 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> <p><b>(A)</b> infer basic themes supported by text evidence;</p> <p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(A)</b> explain the author's purpose and message within a text.</p>	<p><b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p><b>(A)</b> summarize and explain the lesson or message of a work of fiction as its theme. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards focus on the theme or message of a literary text.</p>	
<p><b>None</b></p>	<p><b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p><b>(B)</b> compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. <b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(B)</b> explain how the use of text structure contributes to the author's purpose.</p>	<p><b>(4) Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both require students to explain the structural elements present in different types of poems.</p>	
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(C)</b> explain structure in drama such as character tags, acts, scenes, and stage directions.</p>	<p><b>(5) Reading/Comprehension of Literary Text/Drama.</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> describe the structural elements particular to dramatic literature.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on the structural elements of drama.</p>	
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> 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> <p><b>(C)</b> analyze plot elements, including the rising action, climax, falling action, and resolution.</p>	<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> sequence and summarize the plot's main events and explain their influence on future events.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards both focus on the plot elements in a literary work.</p>	

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2017 Student Expectation	2009 Student Expectation
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> 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> <p><b>(B)</b> explain the interactions of the characters and the changes they undergo.</p>	<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(B)</b> describe the interaction of characters including their relationships and the changes they undergo.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align due to their focus on the interaction of characters and the changes characters undergo.</p>	
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(E)</b> identify and understand the use of literary devices, including first- or third-person point of view.</p>	<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(C)</b> identify whether the narrator or speaker of a story is first or third person.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because they require students to identify and understand first- and third-person point of view.</p>	
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(D)</b> 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.</p>	<p><b>(8) Reading/Comprehension of Literary Text/Sensory Language.</b> Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> identify the author's use of similes and metaphors to produce imagery.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align due to their focus on the author's use of imagery and figurative language.</p>	

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2017 Student Expectation	2009 Student Expectation
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(C)</b> analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p><b>(14) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on the use of graphic features in a literary text.</p>	
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence to support an appropriate response.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(D)</b> make inferences about text and use textual evidence to support understanding.</p> <p><b>Readiness Standard</b> (Fiction)  <b>Supporting Standard</b> (Literary Nonfiction, Poetry, Drama)</p>
<p><b>Notes:</b> The above standards align because they require students to make inferences about literary texts and/or use text evidence to support understanding.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(E)</b> summarize information in text, maintaining meaning and logical order.  <b>Readiness Standard</b> (Fiction, Drama)  <b>Supporting Standard</b> (Literary Nonfiction, Poetry)</p>
<p><b>Notes:</b> The above standards both require students to summarize literary texts in ways that maintain meaning and logical order.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

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

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

2017 Student Expectation	2009 Student Expectation
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(A)</b> explain the author's purpose and message within a text.</p>	<p><b>(10) Reading/Comprehension of Informational Text/Culture and History.</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards both focus on the author's purpose for writing an informational text.</p>	
<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p><b>(i)</b> the central idea with supporting evidence.</p>	<p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> summarize the main idea and supporting details in text in ways that maintain meaning.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> 2017 SE 7.D and 2009 SE 11.A are aligned because both require the student to summarize informational texts in ways that maintain meaning and logical order. Note that retelling and paraphrasing are not eligible for assessment during the transition years.</p> <p>2017 SE 9.D.i and 2009 SE 11.A align because both require students to recognize a central idea, or main idea, and the details that support it. Items focusing on minor details unrelated to a central idea, or main idea, will not be eligible for assessment.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>None</b></p>	<p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(B)</b> distinguish fact from opinion in a text and explain how to verify what is a fact. <b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including: <b>(iii)</b> organizational patterns such as compare and contrast.</p>	<p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(C)</b> describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to recognize the organizational patterns of informational texts. Although some of the examples provided in these SEs are different, the underlying skill is the same.</p>	
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including: <b>(ii)</b> features such as pronunciation guides and diagrams to support understanding.</p>	<p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(D)</b> use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards both require students to recognize text features of informational texts. Although the examples provided in these SEs are different, the underlying skill is the same.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>None</b></p>	<p><b>(13) Reading/Comprehension of Informational Text/Procedural Texts.</b>            Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(A)</b> determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).  <b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(C)</b> analyze the author's use of print and graphic features to achieve specific purposes.</p>	<p><b>(13) Reading/Comprehension of Informational Text/Procedural Texts.</b>            Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(B)</b> explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).  <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on factual information that is presented graphically.</p>	
<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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> <p><b>(C)</b> analyze the author's use of print and graphic features to achieve specific purposes.</p>	<p><b>(14) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.  <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on the use of graphic features in informational texts.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence to support an appropriate response.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(D)</b> make inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because they require students to make inferences about informational texts and/or use text evidence to support understanding.</p>	
<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(E)</b> summarize information in text, maintaining meaning and logical order. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both require students to summarize informational texts in ways that maintain meaning and logical order.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.