

Standardized Assessment Tasks for  
STAAR Alternate

# Grade 4 Reading

## Definitions/Examples for STAAR Reporting Category 1 (4.2) Essence Statement A

The following definitions clarify terms used in the grade 4 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3, 2, and 1: pages 3 and 4

An **unfamiliar word** is a word a student may or may not have been exposed to, but has not received instruction and does not have an understanding for the meaning of the word.

Levels 3 and 2: pages 3 and 4

A **familiar** word is a word the student knows and whose meaning is immediately understood.

Level 3: page 3

For the Level 3 task the student will be presented with unfamiliar **antonyms**—words with opposite meanings. Examples of grade-appropriate antonyms include:

- wet—dry
- thin—fat
- curved—straight

Synonyms are words with similar meanings and are NOT appropriate for this task.

Nonexamples for this task include:

- moist—damp
- slender—thin
- curved—windy

Level 2: page 4

As noted in the prerequisite skill for this task, **conceptual categories** include grouping words for colors, shapes, textures or might even include words for animals, workers, or tools.

STAAR 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.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p><b>(4.2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard</li> <li>(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; Readiness Standard</li> <li>(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. Readiness Standard</li> </ul>	<p><b>Essence Statement A:</b> Identifies new vocabulary words using a variety of strategies.</p>

### **Level 3**

**Prerequisite skill:** identify and sort words into conceptual categories (e.g., opposites, living things)

The student will be presented a wide array of familiar words, some of which are antonyms. The student will locate a pair of words that are antonyms. The student will be presented and read an unfamiliar word and its meaning. Using the wide array of words, the student will locate an antonym for the unfamiliar word. The student will generate a sentence using the unfamiliar word.

Predetermined Criteria

1. The student will locate a pair of words that are antonyms.
2. The student will locate an antonym for the unfamiliar word.
3. The student will generate a sentence using the unfamiliar word.

Reading Grade 4; Reporting Category 1 (4.2); Essence Statement: A

## Level 2

**Prerequisite skill:** identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)

The student will be presented and read familiar words that can be grouped into three teacher-selected conceptual categories. The student will sort the words into the three categories. The student will be presented with an unfamiliar word and its meaning. The student will identify the category for the unfamiliar word. The student will be presented three sentences each containing one blank. The student will complete the sentences. Each sentence must use a word from a different category.

Predetermined Criteria

- The student will sort the words into the three categories.
- The student will identify the category for the unfamiliar word.
- The student will complete the sentences.

## Level 1

**Prerequisite skill:** use single words and simple phrases to communicate meaning in social situations

The student will be presented and read a story that introduces an unfamiliar word to be used in a social situation. The student will acknowledge the unfamiliar word in the story when it is read. The student will participate in using the unfamiliar word in an appropriate social context. The student will respond to the interaction resulting from the use of the unfamiliar word.

Predetermined Criteria

1. The student will acknowledge the unfamiliar word in the story when it is read.
2. The student will participate in using the unfamiliar word in an appropriate social context.
3. The student will respond to the interaction resulting from the use of the unfamiliar word.

Transition

## Definitions/Examples for STAAR Reporting Category 2 (4.3) Essence Statement B

The following definitions clarify terms used in the grade 4 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3, 2, and 1: pages 6 and 7

A **fable** is a short story told for the purpose of teaching a moral lesson. **Characters** are the people or animals in stories. The characters in a fable are most often animals.

Examples of grade-appropriate fables for these tasks include:

- *The Ant and the Grasshopper*
- *The Tortoise and the Hare*
- *The Lion and the Mouse*

In each of these examples, the purpose of the story is to teach a lesson. For example, in *The Tortoise and the Hare*, the hare learns “slow and steady” wins the race.

*The Three Bears* is NOT a fable and therefore an inappropriate text for the tasks. Although the main characters are animals and Goldilocks may learn a lesson, the story’s main purpose is to entertain. Also, *The Three Bears* is NOT a grade-appropriate text.

Level 3: page 6

The **turning point** of the fable occurs when the animal realizes his problem and just before the lesson is stated for the listener or reader.

**Cited texts are provided only as examples and do not imply TEA endorsement.**

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p><b>(4.3) 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. The student is expected to</p> <p>(A) summarize and explain the lesson or message of a work of fiction as its theme; Supporting Standard</p> <p>(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. Supporting Standard</p>	<p><b>Essence Statement B:</b> Identifies themes in fictional stories.</p>

### Level 3

**Prerequisite skill:** identify moral lessons as themes in well-known fables, legends, myths, or stories

A fable will be read up until the turning point in the story. The student will predict the outcome of the fable. The ending of the fable will be read including the moral. The student will evaluate the accuracy of his or her prediction. The student will determine how the character learned the lesson. The student will determine how the character might feel as a result of learning the lesson.

Predetermined Criteria

1. The student will evaluate the accuracy of his or her prediction.
2. The student will determine how the character might feel as a result of learning the lesson.
3. The student will determine how the character learned the lesson.

## Level 2

**Prerequisite skill:** connect the meaning of a well-known story or fable to personal experiences

A fable will be read. The student will identify what happened to a specified character in the fable. The student will identify what that character learned. The student will be presented three scenarios that are common to a school experience; one that is related to the moral of the fable and two that are not. The student will identify the scenario that corresponds to the moral of the fable.

Predetermined Criteria

1. The student will identify what happened to a specified character in the fable.
2. The student will identify what that character learned.
3. The student will identify the scenario that corresponds to the moral of the fable.

## Level 1

**Prerequisite skill:** show understanding by responding appropriately

The student will be presented a fable and representations of the characters. The student will explore the character representations. Using the representations, the student will participate in acting out the fable as it is read. Then the moral of the fable will be presented. The student will participate in an action reflecting the moral of the story.

Predetermined Criteria

1. The student will explore the character representations.
2. The student will participate in acting out the fable.
3. The student will participate in an action reflecting the moral of the story.

## Definitions/Examples for STAAR Reporting Category 3 (4.11) Essence Statement C

The following definitions clarify terms used in the grade 4 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3, 2, and 1: pages 10 and 11

**Informational text** includes expository, persuasive, and procedural text. An **expository text** that clarifies or explains something is the appropriate type of informational text for these tasks. Examples of grade-appropriate expository texts include:

- *Owen and Mzee: The Language of Friendship* by Isabella & Craig Hatkoff and Paula Kuhumbu—true story about a friendship between a hippopotamus and a tortoise
- *Oh Rats! The Story of Rats and People* by Albert Marrin—facts about the habits and intelligence of rats
- *Quest for the Tree Kangaroo* by Sy Montgomery—facts about a rare animal that looks like a bear and has a pocket like a kangaroo
- *Spider's Lunch: All About Garden Spiders* by Joanna Cole—facts about what spiders eat

Literary texts are fictional stories that may be about real people or animals, but the text is not written for the purpose of presenting factual information. Fictional stories are NOT appropriate for these tasks. Fictional stories include:

- *Charlotte's Web* by E. B. White—a fictional story about a spider that weaves words in a web
- *Cricket in Times Square* by George Selden—a fictional story about a cricket in a New York City subway station
- *The Earth Dragon Awakes* by Lawrence Yep—a fictional story about a family during the 1906 San Francisco earthquake

Levels 3 and 2: pages 10 and 11

The Level 3 and Level 2 tasks require students to identify the main idea in an informational text.

The **main idea** answers the question "What is the text mostly about?" The main idea is most often stated as an entire phrase or sentence expressing the main thought.

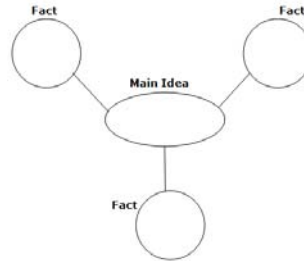
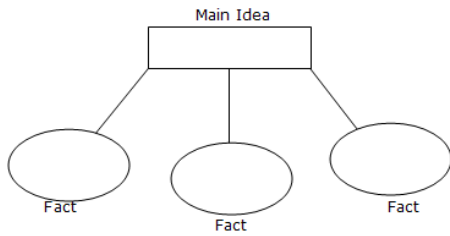
- The main idea of *Owen and Mzee: The Language of Friendship* by Isabella & Craig Hatkoff and Paula Kuhumbu is the friendship between a baby hippopotamus orphaned by the 2004 Southeast Asian tsunami and a 100 year-old tortoise.
- The main idea of *Oh Rats! The Story of Rats and People* by Albert Marrin is how rats are disease carriers, lab animals, predators, pests, pets and food.
- The main idea of *Quest for the Tree Kangaroo* by Sy Montgomery is that a woman overcame the odds to discover a new species—the tree kangaroo—in the remote forests of New Guinea.



**Facts** that support the main idea are supporting details that can be proved to be true and generally tell who, what, when, where, and how.

Level 2: page 11

The Level 2 task requires the student to construct a **graphic organizer** to display the main idea and supporting facts from the informational text. Examples of graphic organizers that can be used for the Level 2 task include:



Level 1: page 11

The **topic** is the subject or the single big idea that names what the text is about. The topic reflects the overall idea of the text and informs the reader of what to expect from the text. The topic should be simply stated and generally in one or two words. Examples of topics include:

- Friendship
- The rain forest
- Birds of prey
- Aircraft carriers
- Origami

<b>STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.</b>	
<b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>
<p><b>(4.11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository texts and provide evidence from text to support their understanding. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) summarize the main idea and supporting details in text in ways that maintain meaning; Readiness Standard</li> <li>(B) distinguish fact from opinion in a text and explain how to verify what is a fact; Supporting Standard</li> <li>(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; Readiness Standard</li> <li>(D) 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. Readiness Standard</li> </ul>	<p><b>Essence Statement C:</b> Identifies the main idea and supporting details in informational texts.</p>

### **Level 3**

**Prerequisite skill:** locate the facts that are clearly stated in a text

A grade-appropriate informational text will be read. The student will determine one of the main ideas of the text. The student will generate a list of at least three facts supporting that main idea. The student will determine why the information in the text is important.

Predetermined Criteria

1. The student will determine one of the main ideas of the text.
2. The student will generate a list of at least three facts supporting that main idea.
3. The student will determine why the information in the text is important.

Reading Grade 4; Reporting Category 3 (4.11); Essence Statement: C

## Level 2

**Prerequisite skill:** identify important facts or details in text, heard or read

A grade-appropriate informational text will be read. The student will identify the main idea. The student will identify three important facts that support the main idea. The student will construct a graphic organizer with the information.

Predetermined Criteria

1. The student will identify the main idea.
2. The student will identify three important facts that support the main idea.
3. The student will construct a graphic organizer with the information.

## Level 1

**Prerequisite skill:** use information learned from books by describing, relating, categorizing, or comparing and contrasting

The student will be presented a representation of the topic of a grade-appropriate informational text and the text. The student will explore the representation. The student will participate in pairing the representation with the text. As the text is read, the student will acknowledge the representation each time the topic is read in the text.

Predetermined Criteria

1. The student will explore the representation.
2. The student will participate in pairing the representation with the text.
3. The student will acknowledge the representation each time the topic is read in the text.

## Definitions/Examples for STAAR Reporting Category 3 (4.13) Essence Statement D

The following definitions clarify terms used in the grade 4 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3 and 2: pages 13 and 14

A **how-to informational text** is a type of informational text written with the intent to explain the steps in a procedure.

Examples of how-to informational texts include recipes and directions for making something.

**Graphic features** or **graphics** are pictures, images, or symbols in addition to or instead of text.

In the Level 3 and Level 2 tasks, the student is presented with text that includes graphic features or graphics for the materials and actions required to complete the steps in a procedure.

<b>STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.</b>	
<b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>
<p><b>(4.13) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. The student is expected to</p> <p>(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); Supporting Standard</p> <p>(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). Supporting Standard</p>	<p><b>Essence Statement D:</b> Recognizes sequence and uses factual information from graphic features in procedural texts.</p>

### **Level 3**

**Prerequisite skill:** follow written multi-step directions

The student will be presented a grade-appropriate how-to informational text with graphic features in which multiple steps to create a product must be followed in a specific order. The steps will be presented separately with the beginning steps in order, and the remaining steps out of order. The student will determine the steps that are not in the correct order. The student will organize the steps in the correct order. The student will execute the steps to make the product.

Predetermined Criteria

1. The student will determine the steps that are not in the correct order.
2. The student will organize the steps in the correct order.
3. The student will execute the steps to make the product.

## Level 2

**Prerequisite skill:** follow written multi-step directions with picture cues to assist with understanding

The student will be presented a grade-appropriate how-to informational text with multiple steps to create a product. Graphics of the steps will be presented separately and in random order. The student will identify the final product to be made. As each step is read, the student will match each graphic to its corresponding step. The student will assist in following the directions to make the product.

Predetermined Criteria

1. The student will identify the final product to be made.
2. The student will match each graphic to its corresponding step.
3. The student will assist in following the directions to make the product.

## Level 1

**Prerequisite skill:** show understanding by following two-step oral directions and usually follow three-step directions

The student will be presented representations for two steps in a process to make a product. The student will be presented a format for "first-then" associations. The student will participate in placing the "first" representation in the format. The student will participate in placing the "then" representation in the format. The student will participate in following the two-step directions to make the product. The student will experience the final product.

Predetermined Criteria

1. The student will participate in placing the "first" and "then" representations in the format.
2. The student will participate in following the two-step directions to make the product.
3. The student will experience the final product.