

STAAR Strand 1 – Developing and Sustaining Foundational Language Skills

Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

- (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 deifact voc6 40 (or)-15 C Fall 2024

Prerequisite Skills/Links to TEKS Vertical Alignment

-

STAAR Strand 2 – Comprehension Skills	
Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
<p>(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:</p> <ul style="list-style-type: none"> (E) make connections to personal experiences, ideas in other texts, and society; (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding. 	
Prerequisite Skills/Links to TEKS Vertical Alignment	
	<ul style="list-style-type: none"> • make connections to personal experiences, ideas in other texts, and society (3) • make inferences and use evidence to support understanding (3) • evaluate details read to determine key ideas (3) • synthesize information to create new understanding (3) • make connections to personal experiences, ideas in other texts, and society (2) • make inferences and use evidence to support understanding (2) • evaluate details read to determine key ideas (2) • synthesize information to create new understanding (2) • make connections to personal experiences, ideas in other texts, and society with adult assistance (1) • make inferences and use evidence to support understanding with adult assistance (1)

STAAR Strand 3 – Response Skills	
Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
<p>(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:</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p>	
Prerequisite Skills/Links to TEKS Vertical Alignment	
	<ul style="list-style-type: none"> • use text evidence to support an appropriate response (3) • retell and paraphrase texts in ways that maintain meaning and logical order (3) • use text evidence to support an appropriate response (2) • retell and paraphrase texts in ways that maintain meaning and logical order (2) • use text evidence to support an appropriate response (1) • retell texts in ways that maintain meaning (1) • use text evidence to support an appropriate response (K) • retell texts in ways that maintain meaning (K) • show understanding by responding appropriately to what has been communicated by adults and peers (PK4.II.A.1) • retell or re-enact a story with a clear beginning, middle, and end (PK4.III.D.1) • ask and respond to questions relevant to the text read aloud (PK4.III.D.3) • respond to situations in ways that demonstrate an understanding of what has been communicated (PK3.II.A.1) • re-enact a story after it has been read aloud (PK3.III.D.1)



Prerequisite Skills/Links to TEKS Vertical Alignment

-

STAAR Strand 4 – Literary Elements and Genres

Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(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:

- (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
- (C) explain structure in drama such as character tags, acts, scenes, and stage directions;
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence;
 - (iii) organizational patterns such as compare and contrast.

Prerequisite Skills/Links to TEKS Vertical Alignment

- 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)
 - (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)
 - (iii) organizational patterns such as chronological order and cause and effect stated explicitly (2)
- discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1)
- discuss elements of drama such as characters and setting (1)
- recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance (1)
 - (iii) organizational patterns such as chronological order and description with adult assistance (1)
- discuss rhyme and rhythm in nursery rhymes and a variety of poems (K)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment	
	<ul style="list-style-type: none">• discuss main characters in drama (K)• recognize characteristics and structures of informational text, including:<ul style="list-style-type: none">(i) the central idea and supporting evidence with adult assistance (K)(iii) the steps in a sequence with adult assistance (K)

STAAR Strand 5 – Author’s Purpose and Craft

Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(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;
- (C) analyze the author’s use of print and graphic features to achieve specific purposes;
- (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;
- (E) identify and understand the use of literary devices, including first- or third-person point of view.

Prerequisite Skills/Links to TEKS Vertical Alignment

- explain the author’s purpose and message within a text (3)
- explain the author’s use of print and graphic features to achieve specific purposes (3)
- 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)
- identify the use of literary devices, including first- or third-person point of view (3)
- discuss the author’s purpose for writing text (2)
- discuss the author’s use of print and graphic features to achieve specific purposes (2)
- discuss the use of descriptive, literal, and figurative language (2)
- identify the use of first or third person in a text (2)
- discuss the author’s purpose for writing text (1)
- discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes (1)
- discuss how the author uses words that help the reader visualize (1)
- listen to and experience first- or third-person texts (1)
- discuss with adult assistance the author’s purpose for writing text (K)
- discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes (K)
- discuss with adult assistance how the author uses words that help the reader visualize (K)
- listen to and experience first- and third-person texts (K)

STAAR Strand 6 – Composition - Writing Process and Genres

Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

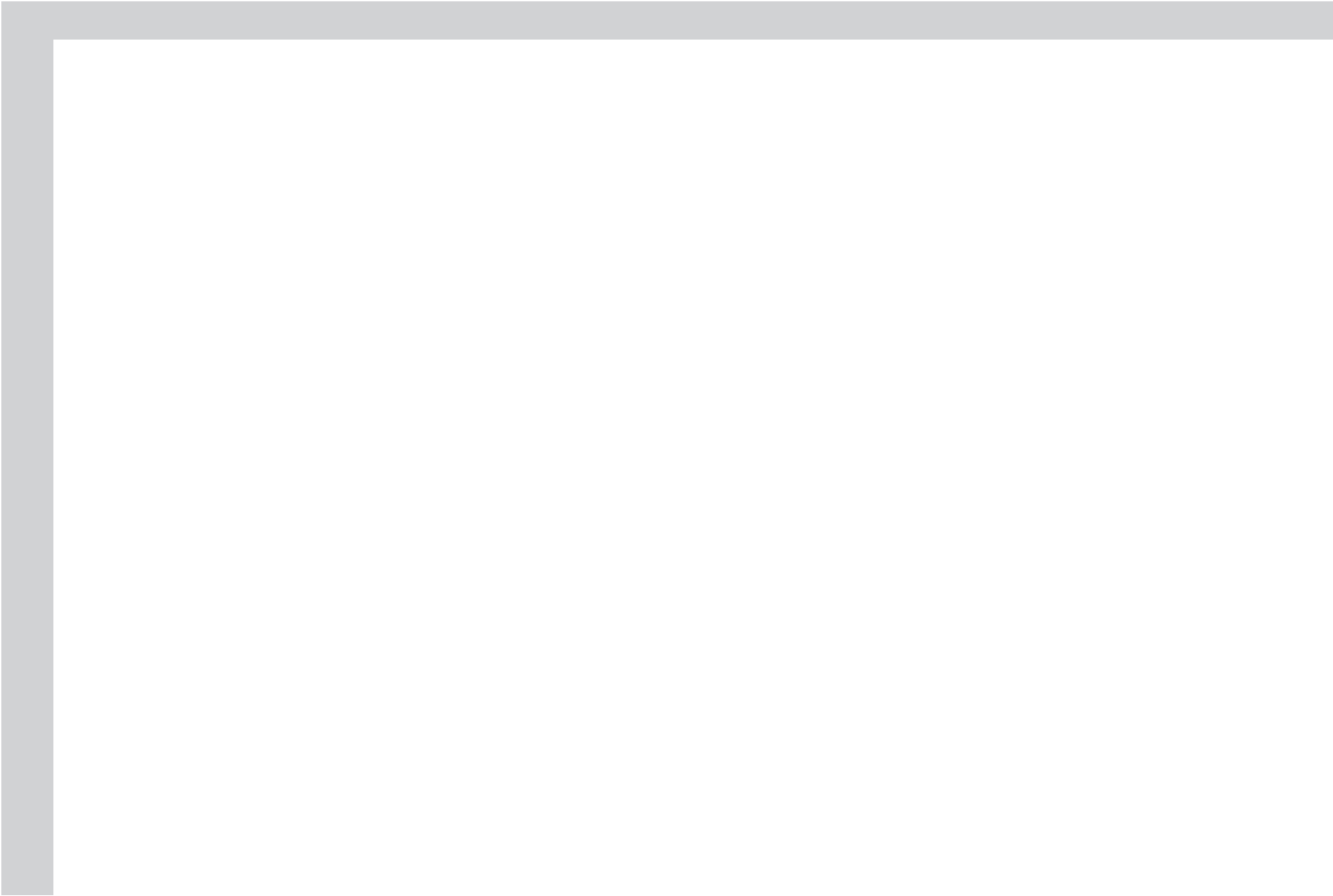
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- (D) edit drafts using standard English conventions, including:
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (ii) past tense of irregular verbs;
 - (iii) singular, plural, common, and proper nouns;
 - (iv) adjectives, including their comparative and superlative forms;
 - (v) adverbs that convey frequency and adverbs that convey degree;
 - (vi) prepositions and prepositional phrases;
 - (vii) pronouns, including reflexive;
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
 - (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;
 - (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

Prerequisite Skills/Links to TEKS Vertical Alignment

- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)
- 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)

Continued



Prerequisite Skills/Links to TEKS Vertical Alignment

- (vii) pronouns, including subjective, objective, and possessive cases (1)
- (viii) capitalization for the beginning of sentences and the pronoun “I” (1)
- (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)
- revise drafts by adding details in pictures or words (K)