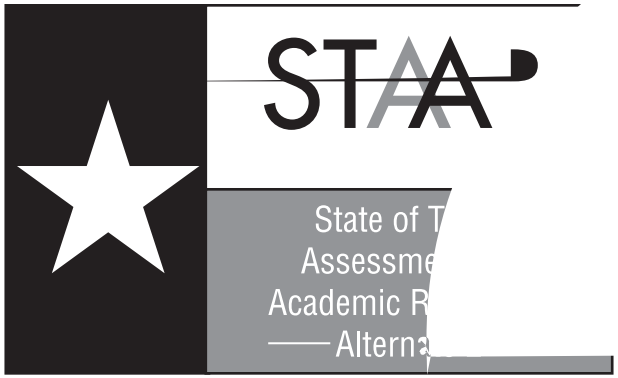

TEKS Curriculum Framework for STAAR Alternate 2

4

Copyright © Fall 2022, Texas Education Agency. All rights reserved. Reproduction of all or portions of this work is prohibited without express written permission from the Texas Education Agency.

1
Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations
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; (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; &GHWHUPLQH WKH PHDQLQJ RI DQG XVH ZRUGV ZLWK DI¿[HV VXFK DV PLV VX 'LGHQWLI\ XVH DQG H[SODLQ WKH PHDQLQJ RI KRPRSKRQHV VXFK DV UHLJQ

	'HYHORSLQJ DQG VXVWDLQLQJ IRXQGDWLRQDO ODQJXDJH VNLOOV OLVWHQLQJ QHZO\ DFTXLUHG YRFDEXODU\ H[SUHVVLYHO\ 7KH VWXGHQW LV H[SHFWHG WR • use print or digital resources to determine meaning, syllabication, and pronunciation (3) • use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (3) • LGHQWLI\ WKH PHDQLQJ RI DQG XVH ZRUGV ZLWK DI¿[HV VXFK DV LP LQW • identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (3) • use print or digital resources to determine meaning and pronunciation of unknown words (2) • use context within and beyond a sentence to determine the meaning of unfamiliar words (2) • LGHQWLI\ WKH PHDQLQJ RI DQG XVH ZRUGV ZLWK DI¿[HV XQ UH O\ HU • identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2) • XVH D UHVRXUFH VXFK DV D SLFWXUH GLFWLRQDU\ RU GLJLWDO UHVRXUFH • use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1) • LGHQWLI\ WKH PHDQLQJ RI ZRUGV ZLWK WKH DI¿[HV V HG DQG LQJ • identify and use words that name actions, directions, positions, sequences, categories, and locations (1) • XVH D UHVRXUFH VXFK DV D SLFWXUH GLFWLRQDU\ RU GLJLWDO UHVRXUFH • XVH LOOXVWUDWLRQV DQG WH[WV WKH VWXGHQW LV DEOH WR UHDG RU KH • identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and ORFDWLRQV .

[illegible]

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

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;

' UHWHOO SDUDSKUDVH RU VXPPDUL]H WH[WV LQ ZD\V WKDW PDLQWDLQ PHD

[illegible]

5HVSRQVH VNLOOV OLVWHQLQJ VSHDNLQJ UHDGLQJ ZULWLQJ DQG WKLQNLQ
YDULHW\ RI VRXUFHV WKDW DUH UHDG KHDUG RU YLHZHG 7KH VWXGHQW LV

- 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)
- XVH WH[W HYLGHQFH WR VXSSRUW DQ DSSURSULDWH UHVSRQVH .
- UHWHOO WH[WV LQ ZD\V WKDW PDLQWDLQ PHDQLQJ .

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

- describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)
- describe the setting (1)
- GLVFXVV WRSLFV DQG GHWHUPLQH WKH EDVLF WKHPH XVLQJ WH[W HYLGHQ
- LGHQWLI\ DQG GHVFULEH WKH PDLQ FKDUDFWHU V .
- describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with a DVVLVWDQFH .
- GHVFULEH WKH VHWWLQJ .

[illegible]	
	• GLVFXVV UK\PH DQG UK\WKP LQ QXUVHU\ UK\PHV DQG D YDULHW\ RI SRHPV • GLVFXVV PDLQ FKDUDFWHUV LQ GUDPD . • recognize characteristics and structures of informational text, including: L WKH FHQWUDO LGHD DQG VXSSRUWLQJ HYLGHQFH ZLWK DGXOW DVVL LL WLWOHV DQG VLPSOH JUDSKLFV WR JDLQ LQIRUPDWLRQ . LLL WKH VWHSV LQ D VHTXHQFH ZLWK DGXOW DVVLVWDQFH .

5.

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

Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry
WR DQDO\]H WKH DXWKRUV¶ FKRLFHV DQG KRZ WKH\ LQÀXHQFH DQG FRPPXQLFDW
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;
& DQDO\]H WKH DXWKRU¶V XVH RI SULQW DQG JUDSKLF IHDWXUHV WR DFKLHYH
' GHVFULEH KRZ WKH DXWKRU¶V XVH RI LPDJHU\ OLWHUDO DQG ¿JXUDWLYH O
DOOLWHUDWLRQ DQG DVVRQDQFH DFKLHYHV VSHFL¿F SXUSRVHV DQG
(LGHQWLI\ DQG XQGHUVWDQG WKH XVH RI OLWHUDU\ GHYLFHV LQFOXGLQJ ¿

$XWKRU¶V SXUSRVH DQG FUDIW OLVWHQLQJ VSHDNLQJ UHDGLQJ ZULWLQJ

6 [illegible]

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

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 for clarity, development, organization, style, word choice, and sentence variety;
- (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;
    - YLL SURQRXQV LQFOXGLQJ UHÀH[LYH
    - (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; and
    - [SXQFWXDWLRQ PDUNV LQFOXGLQJ DSRVWURSKHV LQ SRVVHVVLYHV FR

[illegible]

- edit drafts with adult assistance using standard English conventions, including:
    - L FRPSOHWH VHQWHQFHV .
    - LLYHUEV .
    - LLLVLQJXODU DQG SOXUDO QRXQV .
    - LY DGMHFWLYHV LQFOXGLQJ DUWLFOHV .
    - Y SUHSRVLWLRQV .
    - YL SURQRXQV LQFOXGLQJ VXEMHFWLYH REMHFWLYH DQG SRVVHVVLYH
    - YLL FDSLWDOL]DWLRQ RI WKH ¿UVW OHWWHU LQ D VHQWHQFH DQG QDPH
    - YLLL SXQFWXDWLRQ PDUNV DW WKH HQG RI GHFODUDWLYH VHQWHQFHV .