

Grade 4 Reading

STAAR Grade 4

English Language Arts and Reading

Genres Assessed in Reading:

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

- (E) make connections to personal experiences, ideas in other texts, and society; Readiness 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:

- (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

- (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:
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and Readiness Standard
 - (ii) developing an engaging idea with relevant details; Readiness Standard
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; Readiness Standard
 - (D) edit drafts using standard English conventions, including: Supporting Standard
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; Readiness Standard
 - (ii) past tense of irregular verbs; Readiness Standard
 - (iii) singular, plural, common, and proper nouns; Supporting Standard
 - (iv) adjectives, including their comparative and superlative forms; Supporting Standard
 - (v) adverbs that convey frequency and adverbs that convey degree; Supporting Standard
 - (vi) prepositions and prepositional phrases; Supporting Standard
 - (vii) pronouns, including reflexive; Supporting Standard
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; Supporting Standard
 - (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; Supporting Standard

- (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and Supporting Standard
- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; Readiness Standard

Written Essay

The student will compose a variety of written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

- (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:
 - (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; Readiness Standard
- (12) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; Readiness Standard
 - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; Readiness Standard