

TEKS Curriculum Framework for STAAR Alternate 2

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Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
<p>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:</p> <p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	
	<p>' LGHQWLI\ WKH PHDQLQJ RI DQG XVH ZRUGV ZLWK DI¿[HV VXFK DV PLV V) QHZO\ DFTXLUHG YRFDEXODU\ H[SUHVVLVHO\ 7KH VWXGHQW LV H[SHFWHG WR</p> <ul style="list-style-type: none"> • 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 LOOXVUDWLRQV DQG WH[WV WKH VWXGHQW LV DEOH WR UHDFG RU KH • identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and ORFDWLRQV .

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

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:

- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
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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

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5 HVSRQVH VNLOOV OLVWHQLQJ VSHDNLQJ UHDGLQJ ZULWLQJ DQG WKLQNLQ
 YDULHW\ RI VRXUFHV WKDW DUH UHG 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\ WKDW PDLQWDLQ PHDQLQJ .

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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 HYLGHG
- 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 DVVLWDQFH .
- GHVFULEH WKH VHWWLQJ .

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	<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">L WKH FHQWUDO LGHD DQG VXSSRUWLQJ HYLGHQFH ZLWK DGXOW DVVLLLWLWOHV DQG VLP SOH JUDSKLFV WR JDLQ LQIRUPDWLRQ .LLWKH VWHSV LQ D VHTXHQFH ZLWK DGXOW DVVLVWDQFH .

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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 DXWKRUUV¶ FKRLFHV DQG KRZ WKH\ LQÀXHGH 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 C DOOLWHUDWLRQ DQG DVVRQDQFH DFKLHYHV VSHFL¿F SXUSRVHV DQG (LGHQWLI\ DQG XQGHUVWDQG WKH XVH RI OLWHUDU\ GHYLFHV LQFOXGLQJ ¿

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\$XWKRU¶V SXUSRVH DQG FUDIW OLVWHQLQJ VSHDNLQJ UHGGLQJ ZULWLQJ D

Grade 4 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
<p>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:</p> <ul style="list-style-type: none"> (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; (D) edit drafts using standard English conventions, including: <ul style="list-style-type: none"> (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; (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 	<p>FR</p>

	<ul style="list-style-type: none">• edit drafts with adult assistance using standard English conventions, including: L FRPSOHWH VHQWHQFHV . LLYHUEV . LLVLQJXODU DQG SOXUDO QRXQV . LYDGMHFWLYHV LQFOXGLQJ DUWLFOHV . Y SUHSRVLWLRQV . YLSURQRXQV LQFOXGLQJ VXEMHFWLYH REMHFWLYH DQG SRVVHVLYH YLEDLWDOLJDWLRQ RI WKH ¿UVW OHWWHU LQ D VHQWHQFH DQG QDPH YL\$XQFWXDWLRQ PDUNV DW WKH HQG RI GHFODUDWLYH VHQWHQFHV .