

Reading/Comprehension Skills

Figure 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

- 4.1 Reading/Fluency.** Students read grade-level text with fluency and comprehension.
- 4.2 Reading/Vocabulary.** Students understand new vocabulary and use it when reading and writing.

Tools to Know-Process					Tools to Know-Comprehension		
4.1(A)	4.2(B)	4 Fig.19(A)	4 Fig.19(B)	4 Fig.19(C)	4 Fig.19(D)	4 Fig.19(E)	4 Fig.19(F)
read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing and comprehension)	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension	ask literal, interpretive, and evaluative questions of text	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions)	make inferences about text and use textual evidence to support understanding	summarize information in text, maintaining meaning and logical order	make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence

Knowledge and Skills (Genres)

- 4.6 Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
- 4.4 Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
- 4.5 Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
- 4.7 Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.
- 4.11 Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
- 4.12 Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

Knowledge and Skills (Embedded or Across Genres)

- 4.2 Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.
- 4.3 Reading/Comprehension of Literary Text/Theme and Genre.** 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.
- 4.8 Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.
- 4.9 Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading.
- 4.10 Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.
- 4.13 Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.
- 4.14 Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

(A) is used consistently when there is a SE connected to a K&S

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19		
1 Understanding and Analysis Across Genres	8	Across Genres	4.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	4.7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography	4 Fig.19(F) Identified as 4.19(F) on TEA Student Expectations Tested report		
			4.2(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				
			4.2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words				
			SEs Not Included in Assessed Curriculum 4.2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:____) 4.2(D) identify the meaning of common idioms 4.9(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks)				
2 Understanding and Analysis of Literary Texts	15	Fiction	4.6(A) sequence and summarize the plot's main events and explain their influence on future events	4.3(A) summarize and explain the lesson or message of a work of fiction as its theme	4.6 Fig.19(D) 4.6 Fig.19(E)		
			4.6(B) describe the interaction of characters including their relationships and the changes they undergo	4.6(C) identify whether the narrator or speaker of a story is first or third person			
		Poetry		4.4(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse)	4.4 Fig.19(D) 4.4 Fig.19(E)		
		Drama		4.5(A) describe the structural elements particular to dramatic literature	4.5 Fig.19(D) 4.5 Fig.19(E)		
		Literary Nonfiction		See 4.7(A) in Reporting Category 1	4.7 Fig.19(D) 4.7 Fig.19(E)		
		Across Literary Text					
		Across Literary Text			4.3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature	4.3 Fig.19(D) 4.8 Fig.19(D) 4.14 Fig.19(D)	
			4.8(A) identify the author's use of similes and metaphors to produce imagery				
			4.14 Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.				
			SEs Not Included in Assessed Curriculum 4.14(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior 4.14(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects) 4.14(C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article)				

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19	
3 Understanding and Analysis of Informational Texts	13	Expository	<p>4.10* Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>4.11(A) summarize the main idea and supporting details in text in ways that maintain meaning</p> <p>4.11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison</p> <p>4.11(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</p>	4.11(B) distinguish fact from opinion in a text and explain how to verify what is a fact	<p>4.10 Fig.19(D)*</p> <p>4.11 Fig.19(D)</p> <p>4.11 Fig.19(E)</p>	
		Persuasive	<i>SEs Not Included in Assessed Curriculum</i>	4.12(A) explain how an author uses language to present information to influence what the reader thinks or does		
		Across Informational Text				
		Across Informational Text		<p>4.13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)</p> <p>4.13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations)</p> <p>4.14 Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.</p>	<p>4.13 Fig.19(D)</p> <p>4.14 Fig.19(D)</p>	
		<i>SEs Not Included in Assessed Curriculum</i>	<p>4.10(A)* explain the difference between a stated and implied purpose for an expository text.</p> <p>4.14(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior</p> <p>4.14(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects)</p> <p>4.14(C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article)</p>			
STAAR	36		22-25 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Fiction Expository)	11-14 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards)		

*4.10 analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding [4.10(A) is ineligible for assessment – so when 4.10 is assessed it will be linked to Fig.19(D) for expository texts]

Writing Process

4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

4.15(A)	4.15(B)	4.15(C)	4.15(D)	4.15(E)
plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)	develop drafts by categorizing ideas and organizing them into paragraphs	revise drafts for coherence, organization, use of simple and compound sentences, and audience	edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric	revise final draft in response to feedback from peers and teacher and publish written work for a specific audience

Knowledge and Skills Statements

4.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

4.17 Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

4.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

4.19 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.

4.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

4.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

4.22 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
<p>1 Composition</p>	<p>1 Comp [Expository] (8 points)</p>	<p>4.15(B) develop drafts by categorizing ideas and organizing them into paragraphs</p> <p>4.15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience</p> <p>4.15(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]</p> <p>4.18(A) create brief compositions that</p> <ul style="list-style-type: none"> (i) establish a central idea in a topic sentence (ii) include supporting sentences with simple facts, details, and explanations (iii) contain a concluding statement 	
		<p>SEs Not Included in Assessed Curriculum</p>	
<p>2 Revision</p>	<p>8</p>	<p>4.15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience</p>	<p>4.18(A) create brief compositions that</p> <ul style="list-style-type: none"> (i) establish a central idea in a topic sentence (ii) include supporting sentences with simple facts, details, and explanations (iii) contain a concluding statement

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
3 Editing	16	4.15(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] 4.20(A) use and understand the function of the following parts of speech in the context of reading, writing and speaking: 4.20(B) use the complete subject and the complete predicate in a sentence 4.21(B) use capitalization 4.21(C) recognize and use punctuation marks 4.22(A) spell words with more advanced orthographic patterns rules	4.20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs) (ii) nouns (singular/plural, common/proper) (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest) (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details (vi) reflexive pronouns (e.g., myself, ourselves) (vii) correlative conjunctions (e.g., either/or, neither/nor) (viii) use time-order transition words and transitions that indicate a conclusion 4.20(C) use complete simple and compound sentences with correct subject-verb agreement 4.21(B) use capitalization for: (i) historical events and documents (ii) titles of books, stories, and essays (iii) languages, races, and nationalities 4.21(C) recognize and use punctuation marks including: (i) commas in compound sentences (ii) quotation marks 4.22(A) spell words with more advanced orthographic patterns rules: (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es) (ii) irregular plurals (e.g., man/men, foot/feet, child/children) (iii) double consonants in middle of words (iv) other ways to spell sh (e.g., -sion, -tion, -cian) (v) silent letters (e.g., knee, wring) 4.22(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-) 4.22(C) spell commonly used homophones (e.g., there, they're, their; two, too, to) 4.22(D) use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings
		<i>SEs Not Included in Assessed Curriculum</i>	4.21(A) write legibly by selecting cursive script or manuscript printing as appropriate
# Items	24 MC & 1 Comp* (32 total points)	14-17 questions from Readiness Standards *The 1 type of writing assessed each year – expository – is always designated as a Readiness Standard	7-10 questions from Supporting Standards

Genres Represented in Revision and Editing Sections	
Literary <ul style="list-style-type: none"> Fiction Literary Nonfiction 	Informational <ul style="list-style-type: none"> Expository Persuasive

Listening and Speaking	
Knowledge and Skills Statements	
<p>4.27 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.</p>	
<p><i>SEs Not Included in Assessed Curriculum</i></p>	<p>4.27(A) <i>listen attentively to speakers, ask relevant questions, and make pertinent comments</i> 4.27(B) <i>follow, restate, and give oral instructions that involve a series of related sequences of action</i></p>
<p>4.28 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.</p>	
<p>4.29 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p>	

Research	
Knowledge and Skills Statements	
<p>4.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.</p>	
<p><i>SEs Not Included in Assessed Curriculum</i></p>	<p>4.23(A) <i>generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic</i> 4.23(B) <i>generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question</i></p>
<p>4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</p>	
<p><i>SEs Not Included in Assessed Curriculum</i></p>	<p>4.24(A) <i>follow the research plan to collect information from multiple sources of information both oral and written, including:</i> (i) <i>student-initiated surveys, on-site inspections, and interviews</i> (ii) <i>data from experts, reference texts, and online searches</i> (iii) <i>visual sources of information (e.g., maps, timelines, graphs) where appropriate</i> 4.24(B) <i>use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics)</i> 4.24(C) <i>take simple notes and sort evidence into provided categories or an organizer</i> 4.24(D) <i>identify the author, title, publisher, and publication year of sources</i> 4.24(E) <i>differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources</i></p>
<p>4.25 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>	
<p>4.26 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</p>	