STAAR Standards Snapshot – Grade 4 Reading

Rptg Cat	STAAR	STAAR Modified	Readiness Standards	Supporting Standards
1 Understanding and Analysis Across Genres	10	*8**	4.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes 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 Fig.19.F make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence	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
2 Understanding and Analysis of Literary Texts	18	*14*	4.6.A sequence and summarize the plot's main events and explain their influence on future events 4.6.B describe the interaction of characters including their relationships and the changes they undergo Fig.19D make inferences about text and use textual evidence to support understanding (Fiction) Fig.19.E summarize information in text, maintaining meaning and logical order (Fiction)	4.3.A summarize and explain the lesson or message of a work of fiction as its theme 4.3.B compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature 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) 4.5.A describe the structural elements particular to dramatic literature 4.6.C identify whether the narrator or speaker of a story is first or third person 4.8.A identify the author's use of similes and metaphors to produce imagery 4.14 use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning Fig.19D make inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry, Drama) Fig.19.E summarize information in text, maintaining meaning and logical order (Literary Nonfiction, Poetry, Drama)
3 Understanding and Analysis of Informational Texts	16	*13*	*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]* 4.11.A summarize the main idea and supporting details in text in ways that maintain meaning 4.11.C describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison 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 Fig.19.D make inferences about text and use textual evidence to support understanding Fig.19.E summarize information in text, maintaining meaning and logical order	4.11.B distinguish fact from opinion in a text and explain how to verify what is a fact 4.13.A determine the sequence of activities needed to carry out a procedure (e.g., following a recipe) 4.13.B explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations) 4.14 use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
STAAR	**44**		**26-31 questions from Readiness Standards**	**13-18 questions from Supporting Standards**
STAAR Modified		***35***	***21-25 questions from Readiness Standards***	***10-14 questions from Supporting Standards***

Genres Assessed		
Literary	Fiction Embedded: Media Literacy	Literary Nonfiction | Poetry | Drama Embedded: Media Literacy
Informational	Expository Embedded: Procedural | Media Literacy	Embedded: Procedural | Media Literacy

** Only vocabulary is assessed in Reporting Category 1 on STAAR Modified. Questions requiring students to make connections across texts (crossover questions for paired selections) are not assessed on STAAR Modified. Therefore, the number of standards assessed in Reporting Category 1 on STAAR Modified is different from the number assessed on the comparable STAAR tests.*