

# STAAR Alternate 2 Spring 2016

## Grade 4 Reading Essence Statements

STAAR Reporting Category 1	STAAR Reporting Category 2	STAAR Reporting Category 3
<p><b>Understanding and Analysis Across Genres:</b> The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.</p>	<p><b>Understanding and Analysis of Literary Texts:</b> The student will demonstrate an ability to understand and analyze literary texts.</p>	<p><b>Understanding and Analysis of Informational Texts:</b> The student will demonstrate an ability to understand and analyze informational texts.</p>
<p><b>Knowledge and Skills Statement</b>  <b>(4.2) Reading/Vocabulary Development.</b>            Students understand new vocabulary and use it when reading and writing. (Readiness Standard)</p> <p><b>Essence Statement</b>            Identifies new vocabulary words using a variety of strategies.</p>	<p><b>Knowledge and Skills Statement</b>  <b>(4.3) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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. (Supporting Standard)</p> <p><b>Essence Statement</b>            Identifies themes in fictional stories.</p> <hr style="width: 10%; margin: 10px auto;"/> <p><b>Knowledge and Skills Statement</b>  <b>(4.4) Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding. (Supporting Standard)</p> <p><b>Essence Statement</b>            Identifies the structure and elements of poetry.</p> <hr style="width: 10%; margin: 10px auto;"/> <p><b>Knowledge and Skills Statement</b>  <b>(4.6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (Readiness and Supporting)</p> <p><b>Essence Statement</b>            Identifies plot and character interaction in literary texts.</p> <hr style="width: 10%; margin: 10px auto;"/>	<p><b>Knowledge and Skills Statement</b>  <b>(4.10) Reading/Comprehension of Informational Text/Culture and History.</b> 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. (Supporting Standard)</p> <p><b>Essence Statement</b>            Identifies topic and author’s purpose in informational texts.</p> <hr style="width: 10%; margin: 10px auto;"/> <p><b>Knowledge and Skills Statement</b>  <b>(4.11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences, and draw conclusions about expository texts and provide evidence from text to support their understanding. (Readiness and Supporting)</p> <p><b>Essence Statement</b>            Identifies the main idea and supporting details in informational texts.</p> <hr style="width: 10%; margin: 10px auto;"/> <p><b>Knowledge and Skills Statement</b>  <b>(4.13) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. (Supporting Standard)</p> <p><b>Essence Statement</b>            Recognizes sequence and uses factual information from graphic features in procedural texts.</p> <hr style="width: 10%; margin: 10px auto;"/> <p><b>Knowledge and Skills Statement</b>  <b>(4.14) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words,</p>

**Knowledge and Skills Statement**

**(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. (Supporting Standard)

**Essence Statement**

Recognizes that literary media conveys meaning.

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**Knowledge and Skills Statement**

**(4.19) 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. (Readiness and Supporting Standard)

**Essence Statement**

Uses a variety of strategies to demonstrate comprehension of literary texts.

images, graphics, and sounds work together in various forms to impact meaning. (Supporting Standard)

**Essence Statement**

Recognizes that informational media conveys meaning.