

4th Grade STAAR Standards-Based Questions

Standards-Based, Reusable Questions Aligned to Assessed TEKS

How to Use This Document

These questions are designed to:

- Be posted in your classroom and returned to all year
- Work across any text in the appropriate genre
- Require the exact cognitive work of the standard
- Never name the skill being tested
- Grow with students through teacher modeling and scaffolding

Color-Coding Guide:

-  **Readiness Standards** = Most heavily weighted on STAAR
 -  **Supporting Standards** = Lower weight on STAAR
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REPORTING CATEGORY 1: READING

STRAND 1: VOCABULARY (TEKS §3)

3(A) — Use Resources to Determine Meaning, Syllabication, and Pronunciation

SUPPORTING STANDARD

Standards-Based Questions:

- *What resource could help you understand this word?*
- *How many syllables does this word have?*
- *How do you pronounce this word?*

Teacher Scaffolding Moves:

- Model using dictionaries, glossaries, and digital resources
- Practice syllabication strategies
- Continue building resource independence

Note: Same as 3rd grade - continues skill development

● **3(B) — Use Context to Determine Relevant Meaning**

READINESS STANDARD — High Priority

NEW FOCUS: Relevant meaning of unfamiliar OR multiple-meaning words

Standards-Based Questions:

- *What clues help you understand this word?*
- *Which meaning of this word makes sense here?*
- *How is the word used in this sentence?*

Teacher Scaffolding Moves:

- Continue teaching context clue strategies
- **Add focus on multiple-meaning words:**
 - Show how context determines which meaning fits
 - Example: "bat" = animal or stick for baseball
 - Example: "ring" = jewelry or sound
- Model: "This word has different meanings. In this sentence, it means ___ because ___"

STAAR Connection: Context clues remain heavily tested, with added complexity of multiple meanings.

4th Grade Difference from 3rd:

- 3rd = context to determine meaning of unfamiliar words
- 4th = context to determine RELEVANT meaning of unfamiliar OR multiple-meaning words

● 3(C) — Words with Affixes and Roots

SUPPORTING STANDARD

Focus Affixes: mis-, sub-, -ment, -ity/ty

Focus Roots: auto, graph, meter

Standards-Based Questions:

- *What does the [prefix/suffix/root] mean in this word?*
- *How does [affix/root] help you understand the word?*
- *What does this word mean based on its parts?*

Teacher Scaffolding Moves:

- Pre-teach affix and root meanings:
 - **mis-** (wrong, bad) = mistake, misspell
 - **sub-** (under, below) = submarine, subway
 - **-ment** (state of, act of) = movement, payment
 - **-ity/ty** (state of) = equality, loyalty
 - **auto** (self) = automobile, autobiography
 - **graph** (write) = autograph, paragraph
 - **meter** (measure) = thermometer, speedometer
- Show how to break words into parts to determine meaning

4th Grade Difference from 3rd:

- 3rd = affixes only (im-, non-, dis-, in-, pre-, -ness, -y, -ful)
- 4th = affixes AND roots (adds word roots)

● 3(D) — Homophones

SUPPORTING STANDARD

Example: reign/rain

Standards-Based Questions:

- *Which word is correct in this sentence?*
- *What does each homophone mean?*

Teacher Scaffolding Moves:

- Continue teaching common homophones
- Show meaning differences and spelling patterns
- Practice using context to choose correct homophone

4th Grade Difference from 3rd:

- 3rd = antonyms, synonyms, idioms, homophones, homographs (broader)
- 4th = homophones specifically (more focused)

STRAND 2: COMPREHENSION SKILLS (TEKS §6)

● 6(C) — Make and Confirm Predictions

SUPPORTING STANDARD

Standards-Based Questions:

- *What do you think will happen next?*
- *Based on [text feature/genre], what do you predict?*
- *Was your prediction correct? What evidence shows this?*

Teacher Scaffolding Moves:

- Continue prediction strategies
- Model using text features and genre knowledge

Note: Same as 3rd grade - continues skill development

● 6(E) — Make Connections

READINESS STANDARD — High Priority

Standards-Based Questions:

- *How does this connect to your own experience?*
- *What does this remind you of from another text?*
- *How does this relate to something happening in society?*

Teacher Scaffolding Moves:

- Continue teaching Text-to-Self, Text-to-Text, Text-to-World connections
- Model meaningful connections that deepen understanding

Note: Same as 3rd grade - continues skill development

● 6(F) — Make Inferences

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *What can you figure out about [character/situation] based on the evidence?*
- *What does the author suggest through [detail/dialogue/description]?*
- *How does [this evidence] help you understand [character's feelings/motivation]?*
- *What conclusion can you draw from [these details]?*

Teacher Scaffolding Moves:

- **NEVER** use the word "infer" in the question
- Continue using simple language: "figure out," "tell," "understand"
- Model and use inference equation: $x = \text{In-Fer} (\text{Text} + \text{Knowledge})$
- Increase complexity of inferences expected

Standards-Based Questions (SBQ), Erika Prelow 2025

STAAR Connection: Still the most frequently tested standard.

Note: Same as 3rd grade - continues with increased text complexity

● **6(G) — Evaluate Details for Key Ideas**

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What is this mostly about?*
- *What is the most important idea?*
- *Which details are most important?*
- *What is the key idea of this section?*

Teacher Scaffolding Moves:

- Continue teaching "mostly about" and key ideas
- Model evaluating detail importance
- Show how to distinguish main ideas from supporting details

Note: Same as 3rd grade - continues skill development

● **6(H) — Synthesize Information**

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What did you learn from putting these ideas together?*
- *What new understanding do you have after reading all of this?*
- *How did your thinking change from the beginning to the end?*

Teacher Scaffolding Moves:

- Continue teaching synthesis as "combining ideas to create new understanding"

- Model: "First I learned ___. Then I learned ___. Now I understand ___"

Note: Same as 3rd grade - continues skill development

STRAND 3: RESPONSE SKILLS (TEKS §7)

● 7(C) — Use Text Evidence

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *Where in the text does it show this?*
- *What part of the text supports your answer?*
- *How do you know? What evidence supports this?*

Teacher Scaffolding Moves:

- Continue teaching text evidence as "proof from the text"
- Model going back to find specific evidence
- Use sentence frames: "I know this because the text says ___" or "In paragraph ___, it says ___"

Note: Same as 3rd grade - continues skill development

● 7(D) — Retell, Paraphrase, or Summarize

READINESS STANDARD — High Priority

NEW FOCUS: Adds SUMMARIZE to retell and paraphrase

Standards-Based Questions:

- *Can you retell what happened in order?*
- *Can you say this in your own words?*
- *What are the most important points in this text?*

Teacher Scaffolding Moves:

- Define all three:
 - **Retell** = tell what happened in order (for stories)
 - **Paraphrase** = say it in your own words (same length)
 - **Summarize** = tell the most important parts (shorter)
- Show differences between all three
- Model when to use each

4th Grade Difference from 3rd:

- 3rd = retell and paraphrase
- 4th = retell, paraphrase, OR summarize (adds summary)

STRAND 4: LITERARY ELEMENTS (TEKS §8)

● 8(A) — Infer Basic Themes Supported by Text Evidence

SUPPORTING STANDARD

NEW FOCUS: Basic themes (not just theme) supported by evidence

Standards-Based Questions:

- *What lesson does this story teach?*
- *What message does the author want you to learn?*
- *What evidence from the text supports this theme?*

Teacher Scaffolding Moves:

- Continue using child-friendly language: "lesson," "message"
- **Add requirement for text evidence to support theme**
- Model: "The story teaches that ___. I know this because ___"

4th Grade Difference from 3rd:

- 3rd = infer theme, distinguish from topic
- 4th = infer BASIC themes SUPPORTED BY TEXT EVIDENCE

● 8(B) — Explain Character Interactions and Changes

READINESS STANDARD — Highest Priority

NEW FOCUS: Interactions AND changes characters undergo

Standards-Based Questions:

- *How do these characters interact with each other?*
- *How does [character] change in the story?*
- *What causes the character to change?*
- *How does the character's interaction with [other character] affect them?*

Teacher Scaffolding Moves:

- Define:
 - **Interactions** = how characters relate, communicate, affect each other
 - **Changes** = how characters grow, learn, transform
- Model tracking character changes from beginning to end
- Show how interactions cause changes
- Use before/after character charts

STAAR Connection: Very frequent. Questions ask how characters interact and what changes they undergo.

4th Grade Difference from 3rd:

- 3rd = explain relationships among characters
- 4th = explain INTERACTIONS and CHANGES characters undergo

● 8(C) — Analyze Plot Elements

READINESS STANDARD — High Priority

Standards-Based Questions (SBQ), Erika Prelow 2025

NEW FOCUS: Rising action, climax, falling action, resolution (full plot structure)

Standards-Based Questions:

- *What events build up to the most exciting part?*
- *What is the most exciting or important moment (climax)?*
- *What happens after the climax?*
- *How is the problem solved (resolution)?*

Teacher Scaffolding Moves:

- Teach full plot structure:
 - **Rising action** = events that build tension, lead to climax
 - **Climax** = turning point, most exciting/intense moment
 - **Falling action** = events after climax, wrapping up
 - **Resolution** = how problem is solved, ending
- Use plot diagram/mountain
- Model identifying each element
- Show how events build and release tension

STAAR Connection: Questions ask students to identify plot elements and their function.

4th Grade Difference from 3rd:

- 3rd = sequence of events, conflict, resolution
- 4th = rising action, climax, falling action, resolution (formal plot structure)

● **8(D) — Explain Setting's Influence on Plot**

SUPPORTING STANDARD

NEW FOCUS: Historical AND cultural settings (not just general setting)

Standards-Based Questions:

- *Where and when does this story take place?*
- *How does the [time period/culture] affect what happens in the story?*

- *What happens because of the historical or cultural setting?*

Teacher Scaffolding Moves:

- Define:
 - **Historical setting** = when in history (time period)
 - **Cultural setting** = customs, beliefs, way of life
- Show how historical/cultural settings create or limit plot possibilities
- Model: "Because this takes place in [setting], [plot event] happens"

4th Grade Difference from 3rd:

- 3rd = explain influence of setting on plot
- 4th = explain influence of setting, INCLUDING historical and cultural settings, on plot

STRAND 4: GENRE (TEKS §9)

● 9(A) — Distinguishing Characteristics of Children's Literature

SUPPORTING STANDARD

Focus Genres: folktales, fables, legends, myths, tall tales

NEW GENRE: tall tales

Standards-Based Questions:

- *What type of story is this?*
- *What clues tell you this is a [genre]?*
- *What do you expect to find in a [genre]?*

Teacher Scaffolding Moves:

- Continue teaching genre characteristics from 3rd grade
- **Add tall tales:**
 - **Tall tale** = exaggerated story about larger-than-life character, humorous, set in real place but unbelievable events

- Examples: Paul Bunyan, Pecos Bill, John Henry
- Use genre charts

4th Grade Difference from 3rd:

- 3rd = folktales, fables, fairy tales, legends, myths
- 4th = folktales, fables, legends, myths, TALL TALES (removes fairy tales, adds tall tales)

● 9(B) — Explain Figurative Language in Poetry

SUPPORTING STANDARD

NEW FOCUS: Simile, metaphor, AND personification (not just sound devices)

Standards-Based Questions:

- *What does the poet compare using "like" or "as"?*
- *What does the poet compare without using "like" or "as"?*
- *What does the poet describe as if it were alive or human?*
- *How does this comparison create an image?*

Teacher Scaffolding Moves:

- Define:
 - **Simile** = comparison using "like" or "as"
 - **Metaphor** = comparison without "like" or "as"
 - **Personification** = giving human qualities to non-human things
- Show how poets use these to create images (mental pictures)
- Model: "The poet compares ___ to ___ to help me picture ___"

4th Grade Difference from 3rd:

- 3rd = rhyme scheme, sound devices, structural elements (stanzas)
- 4th = figurative language (simile, metaphor, personification) to create images

● 9(C) — Explain Structure in Drama

SUPPORTING STANDARD

Focus: character tags, acts, scenes, stage directions

Standards-Based Questions:

- *How do you know who is speaking?*
- *How is the play divided into parts?*
- *What do the stage directions tell you?*

Teacher Scaffolding Moves:

- Define:
 - **Character tags** = names that show who speaks
 - **Acts** = major divisions
 - **Scenes** = smaller divisions within acts
 - **Stage directions** = instructions for actors (usually in italics or parentheses)
- Show how to read script format
- Practice using stage directions to visualize

4th Grade Difference from 3rd:

- 3rd = discuss elements (characters, dialogue, setting, acts)
- 4th = EXPLAIN STRUCTURE (character tags, acts, scenes, stage directions)

● **9(D)(i) — Central Idea with Supporting Evidence**

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What is the most important idea in this text?*
- *What details support the main idea?*
- *What is this text mostly about, and how do you know?*

Teacher Scaffolding Moves:

- Continue teaching central/main idea with supporting evidence
- Show how evidence proves the main idea

Note: Same as 3rd grade - continues skill development

● **9(D)(ii) — Text Features to Support Understanding**

SUPPORTING STANDARD

Focus Features: pronunciation guides, diagrams

Standards-Based Questions:

- *How does the pronunciation guide help you?*
- *What does the diagram show?*
- *How does this feature help you understand?*

Teacher Scaffolding Moves:

Standards-Based Questions (SBQ), Erika Prelow 2025

- Teach specific features:
 - **Pronunciation guide** = shows how to say words (often in parentheses)
 - **Diagram** = labeled picture showing parts or how something works
- Model using features to gain information

4th Grade Difference from 3rd:

- 3rd = sections, tables, graphs, timelines, bullets, numbers, bold/italic
- 4th = pronunciation guides and diagrams (more specific, advanced features)

● 9(D)(iii) — Organizational Patterns

SUPPORTING STANDARD

Focus Pattern: compare and contrast

Standards-Based Questions:

- *What two things is the author comparing?*
- *How are they alike?*
- *How are they different?*

Teacher Scaffolding Moves:

- Teach compare and contrast:
 - **Compare** = tell how things are alike
 - **Contrast** = tell how things are different
- Teach signal words: alike, similar, different, but, however, while
- Use Venn diagram or T-chart

4th Grade Difference from 3rd:

- 3rd = cause and effect, problem and solution
- 4th = compare and contrast

● 9(E)(i) — Identify the Claim

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What does the author think or believe?*
- *What is the author trying to convince you of?*
- *What is the author's opinion?*

Teacher Scaffolding Moves:

- Continue using simple language: "what the author thinks," "what the author wants you to believe"
- Model identifying the claim

Note: Same as 3rd grade - continues skill development

● 9(E)(ii) — Explain How Author Uses Facts for Argument

READINESS STANDARD — High Priority

NEW FOCUS: How author uses FACTS specifically (not just fact vs. opinion)

Standards-Based Questions:

- *What facts does the author use?*
- *How does the author use facts to support the argument?*
- *Why did the author include this fact?*

Teacher Scaffolding Moves:

- Review: **Fact** = can be proven true
- Show how authors use facts to support their opinions/claims
- Model: "The author uses the fact that ___ to support the claim that ___"

STAAR Connection: Students must explain how facts function in arguments, not just identify them.

4th Grade Difference from 3rd:

- 3rd = distinguish facts from opinion
- 4th = EXPLAIN HOW author has USED FACTS for argument

● 9(E)(iii) — Identify Intended Audience

SUPPORTING STANDARD

Standards-Based Questions:

- *Who is this text written for?*
- *How can you tell who the audience is?*

Teacher Scaffolding Moves:

- Continue teaching audience clues

Note: Same as 3rd grade - continues skill development

STRAND 5: AUTHOR'S PURPOSE AND CRAFT (TEKS §10)

● 10(A) — Explain Author's Purpose and Message

READINESS STANDARD — High Priority

Standards-Based Questions:

- *Why did the author write this?*
- *What does the author want you to know or learn?*
- *Is the author trying to teach, tell a story, or convince you?*

Teacher Scaffolding Moves:

- Continue teaching three purposes: inform, entertain, persuade
- Model identifying purpose and message

Note: Same as 3rd grade - continues skill development

● 10(B) — Explain How Text Structure Contributes to Purpose

SUPPORTING STANDARD

Standards-Based Questions:

- *How does the author organize this text?*
- *How does this organization help the author achieve their purpose?*

Teacher Scaffolding Moves:

- Show how structure supports purpose
- Model connecting organization to author's goal

Note: Same as 3rd grade - continues skill development

● 10(C) — Analyze Author's Use of Print and Graphic Features

SUPPORTING STANDARD

NEW FOCUS: ANALYZE (not just explain)

Standards-Based Questions:

- *How does the author use [feature] to achieve a purpose?*
- *What does this feature add to the text?*
- *Why is this feature effective?*

Teacher Scaffolding Moves:

- Move from explaining to analyzing
- Show how to evaluate effectiveness of features

4th Grade Difference from 3rd:

- 3rd = EXPLAIN author's use of features
- 4th = ANALYZE author's use of features

● **10(D) — Describe Author's Use of Imagery and Literary Devices**

SUPPORTING STANDARD

NEW FOCUS: Adds metaphor and alliteration/assonance

Focus: imagery, literal and figurative language (simile and metaphor), sound devices (alliteration and assonance)

Standards-Based Questions:

- *What pictures do you see in your mind?*
- *What does the author compare?*
- *What repeating sounds do you notice?*
- *How does this help achieve the author's purpose?*

Teacher Scaffolding Moves:

- Continue teaching imagery and simile from 3rd grade
- **Add new devices:**
 - **Metaphor** = comparison without "like" or "as"
 - **Alliteration** = repeating beginning sounds ("big bad bear")
 - **Assonance** = repeating vowel sounds ("fleet feet sweep")
- Show how each achieves specific purposes

4th Grade Difference from 3rd:

- 3rd = imagery, simile, onomatopoeia
- 4th = imagery, simile AND metaphor, alliteration and assonance

● 10(E) — Identify and Understand First- or Third-Person Point of View

SUPPORTING STANDARD

NEW FOCUS: Identify AND understand (not just identify)

Standards-Based Questions:

- *Who is telling the story?*
- *Does the story use "I" or "he/she"?*
- *How does this point of view affect what you know?*

Teacher Scaffolding Moves:

- Continue teaching first and third person
- **Add understanding the effect:**
 - First person = limited to what narrator knows/sees
 - Third person = can know more than one character's thoughts (or just one)

4th Grade Difference from 3rd:

- 3rd = IDENTIFY first or third person
- 4th = identify AND UNDERSTAND point of view

● 10(F) — Discuss How Language Contributes to Voice

SUPPORTING STANDARD

Standards-Based Questions:

- *How does the author's writing sound?*
- *What kind of words does the author use?*
- *How do the word choices create the author's voice?*

Teacher Scaffolding Moves:

- Continue teaching voice as "how the author's writing sounds"
- Show how word choice creates voice

Note: Same as 3rd grade - continues skill development

● 10(G) — Identify and Explain Use of Anecdote

SUPPORTING STANDARD

NEW FOCUS: Anecdote (replaces hyperbole from 3rd grade)

Standards-Based Questions:

- *What short story does the author tell?*
- *Why does the author include this personal story or example?*
- *How does this brief story support the author's point?*

Teacher Scaffolding Moves:

- Define **anecdote** = short, interesting story used to make a point or illustrate an idea
- Show how authors use anecdotes:
 - Make writing more interesting
 - Help readers connect
 - Illustrate a point
 - Support an argument
- Model: "The author tells the story about ___ to show ___"

4th Grade Difference from 3rd:

- 3rd = hyperbole
- 4th = anecdote

REPORTING CATEGORY 2: WRITING**Spelling (TEKS §2B)****● 2(B)(i) — Spelling Multisyllabic Words with Syllable Types****READINESS STANDARD**

Note: Same as 3rd grade - continues skill development

● 2(B)(ii) — Spelling Homophones**READINESS STANDARD**

Note: Same as 3rd grade - continues skill development

● 2(B)(iii) — Multisyllabic Words with Multiple Sound-Spelling Patterns**SUPPORTING STANDARD**

● **2(B)(iv) — Advanced Syllable Division Patterns**

SUPPORTING STANDARD

● **2(B)(v) — Spelling with Prefixes**

SUPPORTING STANDARD

● **2(B)(vi) — Spelling with Suffixes**

READINESS STANDARD

Note: Same as 3rd grade - continues skill development

Revising and Editing (TEKS §11)

● **11(B)(i) — Organizing with Introduction, Transitions, and Conclusion**

READINESS STANDARD

NEW FOCUS: Adds TRANSITIONS

Standards-Based Questions:

- *Which sentence would be the best beginning?*
- *Which transition word would connect these ideas?*
- *Which sentence would be the best ending?*

Teacher Scaffolding Moves:

- Continue teaching introduction and conclusion from 3rd grade
- **Add transitions:**
 - Time: first, next, then, finally

- Adding: also, and, another
- Contrasting: but, however, although
- Cause/effect: because, so, therefore
- Show how transitions connect ideas between sentences and paragraphs

4th Grade Difference from 3rd:

- 3rd = introduction and conclusion
- 4th = introduction, TRANSITIONS, and conclusion

● **11(B)(ii) — Developing Engaging Idea with Relevant Details**

READINESS STANDARD

Note: Same as 3rd grade - continues skill development

● **11(C) — Revise Sentence Structure and Word Choice**

READINESS STANDARD

Note: Same as 3rd grade - continues skill development

● **11(D)(i) — Complete Simple and Compound Sentences**

READINESS STANDARD

NEW FOCUS: Adds avoidance of splices, run-ons, and fragments

Standards-Based Questions:

- *Is this a complete sentence?*

- *Which verb agrees with this subject?*
- *How should this run-on be corrected?*
- *How should this fragment be corrected?*

Teacher Scaffolding Moves:

- Continue teaching complete sentences from 3rd grade
- **Add error identification and correction:**
 - **Fragment** = incomplete sentence
 - **Run-on** = two sentences run together
 - **Splice** = comma splice (two sentences joined with only comma)
- Model fixing errors

4th Grade Difference from 3rd:

- 3rd = complete simple and compound sentences with subject-verb agreement
- 4th = adds AVOIDANCE OF splices, run-ons, and fragments

● 11(D)(ii) — Past Tense of Irregular Verbs

READINESS STANDARD

NEW FOCUS: Irregular verbs specifically (not past/present/future)

Standards-Based Questions:

- *What is the correct past tense form of this verb?*

Teacher Scaffolding Moves:

- Teach common irregular past tense verbs:
 - go → went
 - eat → ate
 - see → saw
 - run → ran
 - give → gave

- Practice irregular verb forms

4th Grade Difference from 3rd:

- 3rd = past, present, and future verb tense
- 4th = PAST TENSE OF IRREGULAR VERBS (more specific)

● 11(D)(iii) through (xi) — Various Grammar and Conventions

SUPPORTING STANDARDS

- (iii) Singular, plural, common, proper nouns
- (iv) Adjectives (comparative and superlative)
- (v) Adverbs of frequency and degree
- (vi) Prepositions and prepositional phrases
- (vii) Pronouns, including reflexive
- (viii) Coordinating conjunctions
- (ix) Capitalization
- (x) Punctuation
- (xi) Correct spelling

4th Grade Differences from 3rd:

- Adverbs: 3rd = time and manner | 4th = frequency and degree
- Pronouns: 3rd = subjective, objective, possessive | 4th = reflexive
- Capitalization: 4th adds historical periods, events, documents, book titles, languages, races, nationalities
- Punctuation: 4th adds quotation marks in dialogue

Written Essay (TEKS §7B, §12B, §12C)

● 7(B) — Write Responses Demonstrating Understanding

READINESS STANDARD — Assessed in Essay

NEW FOCUS: Adds comparing and contrasting across sources

Standards-Based Prompts:

- *Write about what you learned from this text.*
- *Compare and contrast the ideas in these texts.*

Teacher Scaffolding Moves:

- Continue teaching responses that show understanding
- **Add comparing and contrasting:**
 - Show similarities and differences
 - Use comparison language: alike, different, both, while, however

4th Grade Difference from 3rd:

- 3rd = write response demonstrating understanding
- 4th = adds COMPARING AND CONTRASTING ideas across sources

● **12(B) — Compose Informational Texts**

READINESS STANDARD — Assessed in Essay

Note: Same as 3rd grade - continues skill development

● **12(C) — Compose Argumentative Texts (Opinion Essays)**

READINESS STANDARD — Assessed in Essay

Note: Same as 3rd grade - continues skill development

STAAR Success Strategy: The Question Stays Clean

Remember:

- The question embeds the thinking — it doesn't announce it
- Teacher scaffolding happens OUTSIDE the question
- Students grow with the question through modeling and practice
- Text changes, question stays the same

Post these questions. Return to them all year. Watch your students grow.

Readiness vs. Supporting Standards Priority Guide

HIGHEST PRIORITY (Most Frequent on STAAR):

- 3(B) — Context clues for relevant meaning (multiple meanings)
- 6(E) — Make connections

- 6(F) — Make inferences ★ **MOST TESTED**
- 6(G) — Evaluate details for key ideas
- 6(H) — Synthesize information
- 7(C) — Use text evidence ★ **CRITICAL**
- 7(D) — Retell, paraphrase, OR summarize (adds summary)
- 8(B) — Character interactions and changes ★ **NEW FOCUS**
- 8(C) — Plot elements (rising action, climax, falling action, resolution)
- 9(D)(i) — Central idea with evidence
- 9(E)(i) — Identify claim
- 9(E)(ii) — How author uses facts for argument ★ **NEW FOCUS**
- 10(A) — Author's purpose and message

● **IMPORTANT BUT LESS FREQUENT:**

All other supporting standards should still be taught but be bundled with a critical focus.

NEW What's **NEW** in 4th Grade (vs. 3rd)?

Vocabulary:

- 3(B): Adds MULTIPLE-MEANING WORDS (relevant meaning)
- 3(C): Adds ROOTS (auto, graph, meter)
- 3(D): Focuses specifically on homophones (narrows from broader word relationships)

Response:

- 7(D): Adds SUMMARIZE to retell and paraphrase

Literary Elements:

- 8(A): Theme must be supported by TEXT EVIDENCE
- 8(B): Character INTERACTIONS and CHANGES (not just relationships)
- 8(C): Full plot structure (rising action, climax, falling action, resolution)
- 8(D): Specifically HISTORICAL and CULTURAL settings

Genre:

- 9(A): Adds TALL TALES (removes fairy tales)
- 9(B): Figurative language in poetry (simile, metaphor, personification) instead of rhyme/sound
- 9(C): EXPLAIN STRUCTURE in drama (character tags, acts, scenes, stage directions)
- 9(D)(ii): PRONUNCIATION GUIDES and DIAGRAMS (more specific features)
- 9(D)(iii): COMPARE AND CONTRAST (different from 3rd grade patterns)
- 9(E)(ii): EXPLAIN HOW AUTHOR USES FACTS (not just identify fact vs. opinion)

Author's Craft:

- 10(C): ANALYZE features (not just explain)
- 10(D): Adds METAPHOR and ALLITERATION/ASSONANCE
- 10(E): Identify AND UNDERSTAND point of view
- 10(G): ANECDOTE (replaces hyperbole)

Writing:

- 11(B)(i): Adds TRANSITIONS
- 11(D)(i): Adds avoidance of splices, run-ons, fragments
- 11(D)(ii): IRREGULAR VERBS specifically
- 7(B): Adds COMPARING AND CONTRASTING across sources

 **3rd to 4th Grade Progression Summary**
Increased Complexity:

- Multiple-meaning words added to context work
- Summary skill added to retelling/paraphrasing
- Full plot structure (not just sequence/problem/solution)
- Character changes, not just relationships
- Facts must be explained in arguments, not just identified

More Specific Focus:

- Roots added to vocabulary work
- Historical/cultural settings specified
- Specific text features (pronunciation guides, diagrams)
- Specific organizational pattern (compare/contrast)
- Irregular verbs specifically

New Literary Devices:

- Metaphor, alliteration, assonance added
- Anecdote introduced
- Understanding point of view (not just identifying)

Final Reminder: 4th grade builds directly on 3rd grade foundations with increased complexity and specificity. The questions remain text-agnostic and reusable, but expect deeper analysis and more sophisticated responses. Post them, return to them, and watch students build on what they learned in 3rd grade.