2023 *STAAR Released* Blueprint
Grade 4 Reading Language Arts
Spring, 2023–2024

Test Code	Year	Form
2041	23	4
Last Revision Date: 10/11/2023		

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
1. **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 use print or digital resources to determine meaning, syllabication, and pronunciation.	1	4.3A	S	2	5%
2. **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 use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	1	4.3B	R	1	2%
3. **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 identify, use, and explain the meaning of homophones such as reign/rain.	1	4.3D	S	1	2%
4. **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 make connections to personal experiences, ideas in other texts, and society.	1	4.6E	R	3	7%
5. **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 make inferences and use evidence to support understanding.	1	4.6F	R	2	5%
6. **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 use text evidence to support an appropriate response.	1	4.7C	R	1	2%
7. **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 retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	1	4.7D	R	2	5%
8. **Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to explain the interactions of the characters and the changes they undergo.	1	4.8B	R	1	2%
9. **Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The	1	4.8C	R	2	5%

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
student is expected to analyze plot elements, including the rising action, climax, falling action, and resolution.					
10. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including the central idea with supporting evidence.	1	4.9D(i)	R	1	2%
11. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.	1	4.9D(ii)	S	1	2%
12. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.	1	4.9D(iii)	S	1	2%
13. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to explain the author's purpose and message within a text.	1	4.10A	R	1	2%
14. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to explain how the use of text structure contributes to the author's purpose.	1	4.10B	S	1	2%
15. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.	1	4.10D	S	2	5%
16. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student	1	4.10E	S	1	2%

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
is expected to identify and understand the use of literary devices, including first- or third-person point of view.					
17. **Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to identify and explain the use of anecdote.	1	4.10G	S	1	2%
18. **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 develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.	2	4.11B(i)	R	3	7%
19. **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 develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	2	4.11B(ii)	R	1	2%
20. **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 revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	2	4.11C	R	4	10%
21. **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 edit drafts using standard English conventions, including.	2	4.11D	S	1	2%
22. **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 edit drafts using standard English conventions, including complete simple and compound sentences with subject verb agreement and avoidance of splices, run-ons, and fragments.	2	4.11D(i)	R	1	2%
23. **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 edit drafts using standard English conventions, including past tense of irregular verbs.	2	4.11D(ii)	R	1	2%
24. **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 edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.	2	4.11D(iv)	S	1	2%

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
25. 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 edit drafts using standard English conventions, including capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.	2	4.11D(ix)	S	1	2%
26. 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 edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.	2	4.11D(viii)	S	1	2%
27. 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 edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogues.	2	4.11D(x)	S	2	5%
28. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	2	4.12B	R	1	2%
	Total		**R**	25	61%
			S	16	39%
			All	41	100%

Item Types by Point		
	1-point items (MC & TE Items)	38
	2-point items (TE Items only)	2
	10-point item (ECR Item)	1
	Total	52

Note: *R* = Readiness Standard, *S* = Supporting Standard. Strikethrough text indicates specified content not measured for this assessment. Percentages are rounded to the nearest whole number.

Reporting Categories: 1. Reading
2. Writing

DAN/STAAR Tech-Enhanced (TE) Items Comparison

DAN TE Item Type	Definition	STAAR TE Item Type
Multiple Choice (**MC**)	Requires students to select one correct answer from several answer choices.	Multiple Choice
Multipart (**MP**)	Requires students to answer a two-part question in which Part B provides text evidence for the answer in Part A. Part A and B can be a combination of Multiple Choice and Multiple Response items.	Multipart
Multiple Response (**MR**)	Requires students to select two or more correct answers from several answer choices.	Multiselect
Inline Choice (**IC**)	Requires students to select the correct response from one or more dropdown menus within the question.	Inline Choice
Constructed Response (**CR**)	Student gives a brief explanation in their own words to demonstrate their understanding of content.	Short Constructed Response
Constructed Response (**CR**)	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.	Extended Constructed Response