

**SIRIUS**

**SAMPLER**

**4**

# Reading Language Arts

Essential TEKS with STAAR® Practice

**2023  
STAAR  
Redesign**

- 3-step approach for efficient remediation
- 25%+ new question types including constructed responses
- Writing: 16 Skills Lessons for Editing, Revising, and compositions
- Reading: 25+ passages including argumentative and cross-curricular



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*Sampler*

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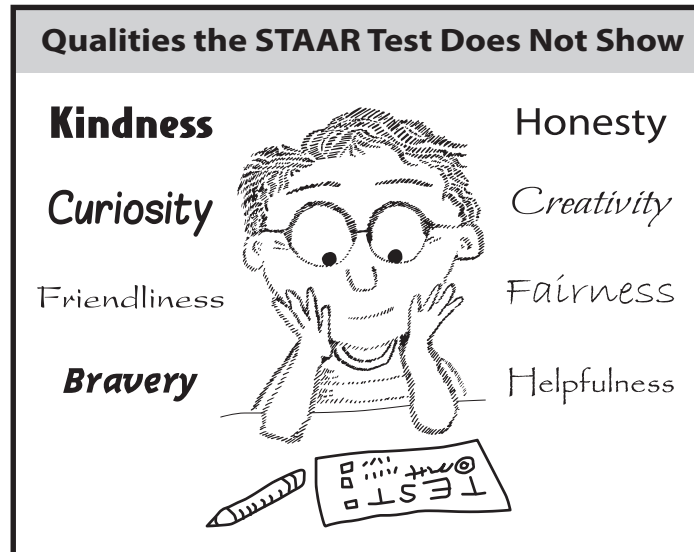
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Dear Students,

You are amazing in so many ways. There is no test that shows all the qualities that make you YOU.



You will take the STAAR Grade 4 Reading Language Arts test later this year. Don't worry, this workbook was designed to help you learn what you need to know by:

- reviewing the reading and writing skills you need to know, and
- providing practice passages and questions that are similar to those you will see when you take the actual STAAR test.

**Practicing Smart**

The key to doing well on the STAAR test is practice. But its important to practice smart by learning the most important TEKS and how they are tested in STAAR. That's how this workbook can help you!

When practicing, don't be afraid of making a mistake. Your mistakes give important feedback, telling you what you need to learn. Why is one answer the best answer? What did you do wrong to get an incorrect answer? By doing this, you will avoid making the same mistake on the actual STAAR test!

Remember that you build your test-taking "muscles" one question at a time. When you give each question your full attention, you are building your test-taking muscles of focus.

Getting ready for the STAAR test can be a fun challenge! Keep trying and you will succeed!

Your partners in STAAR success,

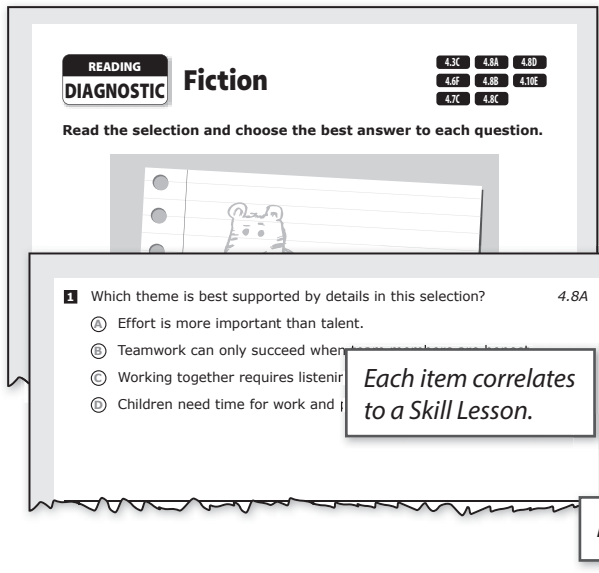
*The Sirius Education Team*

# Using This Book for STAAR Success—3 Steps

This workbook gives **instruction** and **practice** for the most important Reading and Writing skills. Use the 3-Steps to find out what you already know. Review and practice the rest.

## STEP 1 Identify Your Needs — Diagnostics Tests

Use the Diagnostic Tests to see what you know and what you need to review. Keep track of your results in the Student Progress Monitoring Chart.



**1** Which theme is best supported by details in this selection? 4.8A

A Effort is more important than talent.

B Teamwork can only succeed when everyone works hard.

C Working together requires listening to each other.

D Children need time for work and play.

*Each item correlates to a Skill Lesson.*

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### READING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

① **Diagnostic** Shade the bubble for each question that you answered correctly. Find the total correct.  
 ② **Instruction** For each question you missed, study the skill lesson and check it off.  
 ③ **Post Test** Shade the bubble for each question that you answered correctly. Find the total correct.

FICTION		Completed ✓	③ Post Test
① Diagnostic	② Instruction		
1	● Theme (p. 44)	4.8A	1
2	● Plot and Setting (p. 40)	4.8B	2
3	○ Characters (p. 36)	4.8C	3
4	○ Plot and Setting (p. 40)	4.8D	4
5	○ Point of View (p. 57)	4.10E	5
6	○ Inferences and Evidence (p. 81)	4.6F	6
7	○ Prefixes and Suffixes (p. 93)	4.3C	7
Total 2 / 7			Total 1 / 7

**DRAM**

① Diagnostic Drama (p. 53)

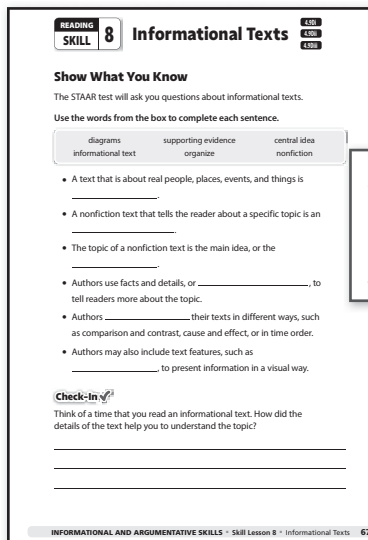
② Instruction

*Focus on what you most need to practice.*

*Monitor your progress.*

## STEP 2 Focus Preparation — Learning and Practice

Use your Diagnostic Test results to focus on your unique needs.



**8 Informational Texts**

**Show What You Know**

The STAAR test will ask you questions about informational texts. Use the words from the box to complete each sentence.

diagrams supporting evidence central idea  
informational text organize nonfiction

• A text that is about real people, places, events, and things is \_\_\_\_\_.

• A nonfiction text that tells the reader about a specific topic is an \_\_\_\_\_.

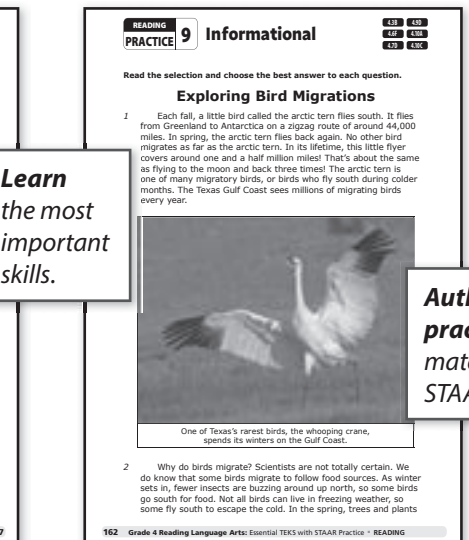
• The topic of a nonfiction text is the main idea, or the \_\_\_\_\_.

• Authors use facts and details, or \_\_\_\_\_, to tell readers more about the topic.

• Authors \_\_\_\_\_ their texts in different ways, such as comparison and contrast, cause and effect, or in time order.

• Authors may also include text features, such as \_\_\_\_\_, to present information in a visual way.


**Check-in!**  
Think of a time that you read an informational text. How did the details of the text help you to understand the topic?



**9 Informational**

**Exploring Bird Migrations**

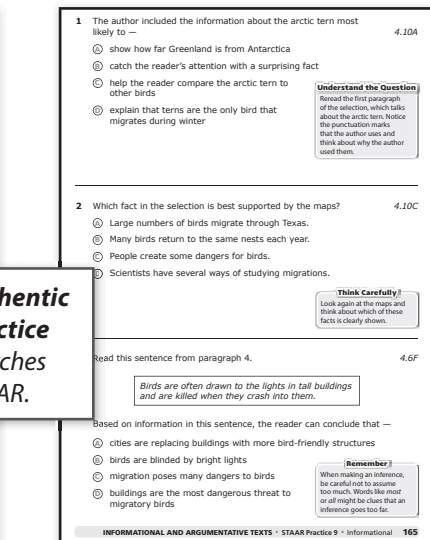
1 Each fall, a little bird called the arctic tern flies south. It flies from Greenland to Antarctica on a zigzag route of around 44,000 miles. In spring, the arctic tern flies back again. No other bird migrates as far as the arctic tern. In its lifetime, this little flyer covers around one and a half million miles! That's about the same as flying to the moon and back three times! The arctic tern is one of many migratory birds, or birds who fly south during colder months. The Texas Gulf Coast sees millions of migrating birds every year.



One of Texas's rarest birds, the whooping crane, spends its winters on the Gulf Coast.

2 Why do birds migrate? Scientists are not totally certain. We do know that some birds migrate to follow food sources. As winter sets in, fewer insects are buzzing around up north, so some birds go south for food. Not all birds can live in freezing weather, so some fly south to escape the cold. In the spring, trees and plants

*Authentic practice matches STAAR.*



1 The author included the information about the arctic tern most likely to — 4.10A

A show how far Greenland is from Antarctica

B catch the reader's attention with a surprising fact

C help the reader compare the arctic tern to other birds

D explain that terns are the only bird that migrates during winter

**Understand the Question**  
Read the first paragraph of the selection, which talks about the arctic tern. Notice the punctuation marks that the author uses and think about why the author used them.

2 Which fact in the selection is best supported by the maps? 4.10C

A Large numbers of birds migrate through Texas.

B Many birds return to the same nests each year.

C People create some dangers for birds.

D Scientists have several ways of studying migrations.

**Think Carefully!**  
Look again at the maps and think about which of these facts is clearly shown.

Read this sentence from paragraph 4. 4.6F

Birds are often drawn to the lights in tall buildings and are killed when they crash into them.

Based on information in this sentence, the reader can conclude that —

A cities are replacing buildings with more bird-friendly structures

B birds are blinded by bright lights

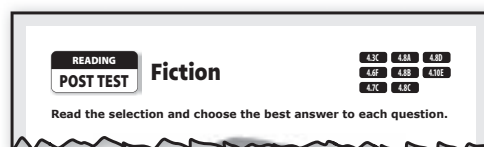
C migration poses many dangers to birds

D buildings are the most dangerous threat to migratory birds

**Remember!**  
When making an inference, be careful not to assume too much. Words like most or all might be clues that an inference goes too far.

## STEP 3 Check Your Progress — Post Tests

Use the Post Test to check your progress and to see what you still need to review. The Post Test questions use the same TEKS as the Diagnostic Tests.



**READING POST TEST Fiction**

Read the selection and choose the best answer to each question.

4.3C 4.8A 4.8D  
4.6F 4.8B 4.10E  
4.7C 4.8C

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# Using This Book for STAAR Success

TEKS instruction in both Reading and Writing closely match the STAAR Redesign.

## TEKS Skill Lessons — Engaging Interactive Learning

Take an active role in your learning with your write-in student workbook. Learn how to **read, analyze, and answer** STAAR test questions, including new question types.

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**READING SKILL 8** Informational Texts

**Show What You Know**

The STAAR test will ask you questions about informational texts.

Use the words from the box to complete each sentence.

diagrams
supporting evidence
central idea

• A text that is about real people, places, events, and things is \_\_\_\_\_

• A nonfiction text that tells the reader about a specific topic is \_\_\_\_\_

• The topic of a nonfiction text is the main idea, or the \_\_\_\_\_

• Authors use facts and details to tell readers more about the \_\_\_\_\_

• Authors \_\_\_\_\_ as comparison and contrast.

• Authors may also include text \_\_\_\_\_ to provide \_\_\_\_\_.

**Check-in!**

Think of a time that you read an informational text. How did the details of the text help you to understand the topic?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Build Skills**

On the STAAR test, you will be asked to think about informational selections.

What parts are important in an informational text? **NO** to identify the part of an informational text.

- stanzas \_\_\_\_\_
- central idea \_\_\_\_\_
- supporting details \_\_\_\_\_
- plot and characters \_\_\_\_\_
- organization pattern \_\_\_\_\_

**Guided Practice**

Use "The Great Railway Race" on page 21 to answer the questions.

First, read the STAAR question.

Which sentence from the selection best supports the idea that the railway was important to Fort Worth?

Next, underline the sentence that tells how to answer the question.

- I should look for details about why the railway was important to Fort Worth.
- I should look for information that describes the railway built in Fort Worth.

**Independent Practice**

Now analyze and answer a new question about "The Great Railway Race."

Read the STAAR question.

The author organizes the selection by —

**Underline the sentence that helps you best answer the question.**

- Look for diagrams or other visual features in the selection.
- Look for the way the selection develops the central idea in the selection.

Answer the STAAR question.

2 The author organizes the selection by —

- Ⓐ comparing the city of Fort Worth to Dallas.
- Ⓑ explaining why people worked hard to bring the railroad to Fort Worth.
- Ⓒ describing the different ways Fort Worth depended on cowboys.
- Ⓓ listing the problems with building the railroad to Fort Worth.

**Check-Out!**

In 2 or 3 sentences, explain what you would find in an informational text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Build Skills is a quick check for understanding.*

*Show What You Know activates prior knowledge.*

*Guided Practice*

*Independent Practice*

*Check-Out reflects on thinking.*

## Reading STAAR Practice by Genre

STAAR practice provides reading selections and test questions that **closely match STAAR**.

**READING PRACTICE 16** Informational/Informational

4.3C 4.7C 4.10A  
4.6E 4.7D 4.30C  
4.6F 4.9D


16 passages increase in complexity.

Read two selections. Then choose the best answer to each question.

**The People of Hueco Tanks**

In west Texas, a handful of rocky hills rise above the Chihuahuan Desert. This place, called Hueco Tanks, has an amazing story. In this corner of the desert, people have visited, farmed, and even built villages for *thousands* of years! Why? The answer is simple: Hueco Tanks has water!

2 Erosion and weathering have carved and cracked the rocks over millions of years, creating *huecos*, or holes, as well as caves and cracks that catch and hold rainwater. Even when the temperature is at its highest, water can be found there. Much of the water stays cool because it is shielded from the sun by rock overhangs and caves. The water in Hueco Tanks supports a variety of wildlife, insects, and plants.



1 Use "The People of Hueco Tanks" to answer the following question.

The author includes paragraphs 1 and 2 in the selection most likely to — 4.10A

- explain factors that have drawn people to Hueco Tanks
- persuade the reader to visit Hueco Tanks
- describe the plants and animals at Hueco Tanks
- persuade the reader why water is important to humans

**Authentic STAAR questions**

**Taking the Test**

When asked why an author includes certain information, don't just focus on the verb in each answer choice. Read each answer choice completely, and then decide which answer is most closely related to paragraphs 1 and 2.

2 Use "The People of Hueco Tanks" to answer the following question.

In paragraph 3, the prefix *pre-* in the word *prehistoric* helps the reader understand that the word means — 4.3C

- existing after people started writing about history
- not included in written history
- existing before people started writing about history
- incorrectly written about

**STAAR tips**

**Remember!**

You can check the meaning of a prefix or suffix in a dictionary.

Over 100 STAAR format questions

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# Using This Book for STAAR Success—Writing

Writing instruction is provided by 11 skill lessons and 8 passages that closely match the STAAR Redesign in content, format, and difficulty.

TEKS skill lessons provide student-friendly instruction in how to **read, analyze, and answer** STAAR test items. Each skill models **strategies** with scaffolded instruction, including Guided and Independent Practice that challenge students to think and write.

## Revising Skill Lessons

Revising focuses on content and structural issues such as the controlling idea, details, and organization.

**WRITING SKILL 1 Coherence and Clarity**

**Show What You Know**

**Clarity**

The STAAR Writing test will ask you questions about the clarity of sentences. What do you know about clarity in sentences?

Use the words from the box to complete each sentence.

meanings    clear    exact    easy to understand

- The word clarity comes from the Latin word meaning “\_\_\_\_\_.”
- Clear writing is \_\_\_\_\_.
- To write clearly, writers pay attention to the \_\_\_\_\_ of words.
- Writers choose words that are definite and \_\_\_\_\_ so that their sentences give correct information.

**Build Skills**

**Clarity: Word Choice**

The STAAR test will ask you to revise sentences by replacing an unclear word with another word that makes the writing more clear.

First, reread the sentence and think about the word that the question is asking you to replace. Then think about what the writer wants to say. The **BEST** word will have a clear meaning and make the sentence descriptive and meaningful.

Select the correct word that completes each sentence.

**Guided Practice**

Use “Raising Backyard Chickens” on page 263 to answer the questions.

First, read the STAAR question.

Conrad wants to use a more precise word than **use** in sentence 26. Which word should replace **use** in this sentence?

Next, use the words from the box to complete the sentence. Not every word or phrase will be used.

combine sentences    clarity    replace a word    coherence

I need to \_\_\_\_\_ to improve the sentence’s \_\_\_\_\_.

Read the sentence carefully.

(26) After the chickens are settled in the coop, they use only about ten minutes of daily care.

Now, select a word that can replace use and make the sentence clearer.

**Check-Out**

In 2 or 3 sentences, explain the process you use when revising for clarity and coherence.

4 Revising Skill Lessons

Focused practice to build skill mastery.

Show your thinking.

Explain your thoughts.

## Editing Skill Lessons

Editing focuses on the tested grammar, usage, and punctuation rules and conventions.

**WRITING SKILL 5 Spelling**

**Show What You Know**

The Editing section of the STAAR Writing test will ask you to use correct spelling.

Use the words from the box to complete each sentence. Not all words will be used.

words    synonyms    homophones    clauses    six

To use correct spelling, follow the rules of spelling, keeping in mind:

- the \_\_\_\_\_ syllable types
- new \_\_\_\_\_ created by adding prefixes and suffixes
- commonly confused words, such as \_\_\_\_\_, which sound the same but have different meanings

In this lesson, you will learn how the STAAR test asks questions about spelling. You will practice answering STAAR questions about spelling.

**Build Skills**

**Open and Closed Syllables**

A **syllable** is a word part that can be pronounced as one uninterrupted sound. It usually has at least one vowel (a, e, i, o, u) in it. Breaking down a long word into its syllables can help you spell it.

An **open syllable** ends with a vowel sound that is spelled with a single vowel. Open syllables usually have a long vowel sound, as in the word *me*.

A **closed syllable** ends with a vowel followed by one or more consonants (the letters that are not vowels). Closed syllables usually have a short vowel sound, as in the word *bat*.

Use the words from the box to complete the sentence correctly. Not all words will be used.

mapple    waffles    maple    wafles

Her favorite breakfast is \_\_\_\_\_ with \_\_\_\_\_ syrup.

**Prefixes**

A **prefix** is a letter or group of letters added to the beginning of a word to create a new word. Follow these spelling rules when adding prefixes.

Do not change the spelling of the root.

Letters may be doubled when a root begins with the final letter of its prefix (for example, re- + enter = reenter).

Create new words by adding prefixes. Write your answers on the lines.

- un + clear = \_\_\_\_\_
- mis + spell = \_\_\_\_\_
- re + play = \_\_\_\_\_
- bi + cycle = \_\_\_\_\_
- pre + historic = \_\_\_\_\_

**Suffixes**

A **suffix** is a letter or group of letters added to the end of a word to create a new word.

For most words that end with a silent e, drop the e from the end of the root word before adding a suffix that begins with a vowel.

Keep the silent e at the end of the root word when adding a suffix that begins with a consonant.

Not every word follows this rule, so always check a dictionary if you are unsure.

7 Editing Skill Lessons

Varied activity types give students the most helpful form of practice.

Focused practice of specific rules or conventions

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# Using This Book for STAAR Success

## Revising and Editing STAAR Practice


4 Revising selections and 4 pairs of Editing paragraphs offer **authentic STAAR practice** using grade-appropriate selections and test questions that closely match the STAAR redesign in all details.

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**WRITING PRACTICE 1 Revising** 4.11B  
4.11C

Read the selection and choose the best answer to each question.

Luke wrote an essay about giant pandas to explain efforts to protect the species. Read Luke's essay and look for any revisions he should make. Then answer the questions that follow.



**Protecting Giant Pandas**

(1) Giant pandas are members of the bear family. (2) They weigh between 150 and 280 pounds and have black and white fur. (3) Their Chinese name means "black and white cat-footed animal." (4) They live in the mountains in China. (5) Their natural habitat is very rainy. (6) I enjoy the rain because I find it to be very soothing.

(7) Giant pandas are no longer an endangered species, being as of 2021, but they still are needing of protection. (8) There are fewer than 2,000 giant pandas remaining in the wild. (9) They are endangered because their food is running out. (10) A giant panda can eat between twenty and thirty pounds of bamboo per day! (11) Climate change has

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REVISING • STAAR Practice 1 • Informational 301

Revising and Editing selections match the STAAR redesign.

**WRITING PRACTICE 1** 4.11B  
4.11C

1 Luke has included an unnecessary sentence in the first paragraph (sentences 1–6). Which sentence should be deleted from this paragraph? 4.11B(i)

A Sentence 3

B Sentence 4

C Sentence 5

D Sentence 6

**Understand the Question**  
Choose the sentence that is not about giant pandas.

2 What revision, if any, should be made in sentence 7? 4.11C

A As of 2021, giant pandas are no longer an endangered species, but they still need to be protected.

B Giant pandas, being such as of 2021, are no longer an endangered species, but protection is still needed.

C They have not been since 2021, giant pandas are no longer an endangered species, but they still need protection.

D No change is needed.

**Remember**  
Don't select an answer that introduces a new error. The correct answer will be clear and easier to understand than the original sentence.

3 Luke's second paragraph (sentences 7–12) needs a closing sentence. Which of the following should be added after sentence 12 to help close this paragraph? 4.11B(i)

A Human activities such as farming and logging are taking away the bamboo.

B Other animals that eat bamboo include elephants, chimpanzees, and gorillas.

C Bamboo is the fastest-growing land plant in the world.

D I think bamboo is delicious.

**Watch Out**  
Make sure the new sentence strongly relates to the information in the rest of the paragraph and makes sense following sentence 12.

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REVISING • STAAR Practice 1 • Informational 303

Matches the STAAR redesign closely, including new question types.

## Extended Constructed Response Skills & Practice

Skill lessons provide **step-by-step instruction** on the key parts of answering the writing prompts. Practice prompts provide **authentic and scaffolded practice** of the writing skills.

**WRITING ECR SKILL 13 Body Paragraphs** 4.12  
4.12C

After you draft your **central idea** and **plan your response**, you need to start writing **body paragraphs**.

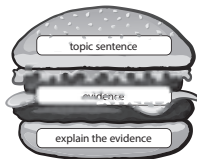
- A body paragraph has a **topic sentence**, **evidence**, and an **explanation**.
- Body paragraphs support the writer's central idea.

A good body paragraph has many parts, like a hamburger. You need to write and organize each part to make a great "burger" paragraph.

- The **topic sentence** tells what the paragraph is about.
- Evidence** comes from the selection you read.
- You must then **explain the evidence**.

Just like some hamburgers can be plain and some can have many toppings, some paragraphs need only a few sentences and some need more. For the STAAR test, your body paragraphs should be between 4 and 6 sentences.

Draw a line from each box to its correct place on the "burger" paragraph.



They both like to read and research, which makes them work well together and have fun on their project.

They both seem to like science. Cinda comes up with a science fair topic because she read a book about it. Dylan researches the topic on his own before they get together.

Cinda and Dylan work well together because of shared interests.

EXTENDED CONSTRUCTED RESPONSE • Skill Lesson 13 • Body Paragraphs 413

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5 Skills cover what scorers evaluate.

**WRITING ECR PRACTICE 1 Prompt** 4.12  
4.12C

Read the short story "The Secrets of Invisible Ink." Based on the information in the story, write a response to the following:

Explain how Cinda and Dylan's relationship changes and how this is developed by the author.

Write a well-organized informational essay that uses specific evidence from the story to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

**Brainstorming**

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

ECR • Prompt 1 • The Secrets of Invisible Ink 439

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Prompts match STAAR content.

Pre- and post-writing activities

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# READING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

- ① **Diagnostic** Shade the bubble for each question that you answered correctly. Find the total correct.
- ② **Instruction** For each question you missed, study the skill lesson and check it off.
- ③ **Post Test** Shade the bubble for each question that you answered correctly. Find the total correct.

## FICTION

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>1</b> ○ Theme (p. 44)		4.8A <input type="checkbox"/>	<b>1</b> ○
<b>2</b> ○ Plot and Setting (p. 40)		4.8B <input type="checkbox"/>	<b>2</b> ○
<b>3</b> ○ Characters (p. 36)		4.8C <input type="checkbox"/>	<b>3</b> ○
<b>4</b> ○ Plot and Setting (p. 40)		4.8D <input type="checkbox"/>	<b>4</b> ○
<b>5</b> ○ Point of View (p. 57)		4.10E <input type="checkbox"/>	<b>5</b> ○
<b>6</b> ○ Inferences and Evidence (p. 81)		4.6F <input type="checkbox"/>	<b>6</b> ○
<b>7</b> ○ Prefixes and Suffixes (p. 93)		4.3C <input type="checkbox"/>	<b>7</b> ○
<b>Total</b> / 7			<b>Total</b> / 7

## DRAMA

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>8</b> ○ Drama (p. 53)		4.9C <input type="checkbox"/>	<b>8</b> ○
<b>9</b> ○ Characters (p. 36)		4.8B <input type="checkbox"/>	<b>9</b> ○
<b>10</b> ○ Prefixes and Suffixes (p. 93)		4.3A <input type="checkbox"/>	<b>10</b> ○
<b>11</b> ○ Summaries (p. 89)		4.7D <input type="checkbox"/>	<b>11</b> ○
<b>12</b> ○ Drama (p.53)		4.9C <input type="checkbox"/>	<b>12</b> ○
<b>13</b> ○ Plot and Setting (p. 40)		4.8C <input type="checkbox"/>	<b>13</b> ○
<b>Total</b> / 6			<b>Total</b> / 6

## POETRY

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>14</b> ○ Theme (p. 44)		4.8A <input type="checkbox"/>	<b>14</b> ○
<b>15</b> ○ Poetry (p. 48)		4.9B <input type="checkbox"/>	<b>15</b> ○
<b>16</b> ○ Imagery and Figurative Language (p. 101)		4.10D <input type="checkbox"/>	<b>16</b> ○
<b>17</b> ○ Voice and Anecdote (p. 105)		4.10F <input type="checkbox"/>	<b>17</b> ○
<b>18</b> ○ Context Clues (p. 97)		4.3D <input type="checkbox"/>	<b>18</b> ○
<b>19</b> ○ Inferences and Evidence (p. 81)		4.7C <input type="checkbox"/>	<b>19</b> ○
<b>Total</b> / 6			<b>Total</b> / 6

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## ARGUMENTATIVE

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>20</b> ○ Informational Texts (p. 67)	4.9Di	<input type="checkbox"/>	<b>20</b> ○
<b>21</b> ○ Informational Texts (p. 67)	4.9Dii	<input type="checkbox"/>	<b>21</b> ○
<b>22</b> ○ Informational Texts (p. 67)	4.9Diii	<input type="checkbox"/>	<b>22</b> ○
<b>23</b> ○ Author's Purpose (p. 76)	4.10B	<input type="checkbox"/>	<b>23</b> ○
<b>24</b> ○ Author's Purpose (p. 76)	4.10A	<input type="checkbox"/>	<b>24</b> ○
<b>25</b> ○ Text and Graphic Features (p. 62)	4.10C	<input type="checkbox"/>	<b>25</b> ○
<b>26</b> ○ Inferences and Evidence (p. 81)	4.6F	<input type="checkbox"/>	<b>26</b> ○
<b>Total</b> / 7			<b>Total</b> / 7

## PAIRED

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>27</b> ○ Paired Texts (p. 111)	4.6E	<input type="checkbox"/>	<b>27</b> ○
<b>28</b> ○ Paired Texts (p. 111)	4.6E	<input type="checkbox"/>	<b>28</b> ○
<b>29</b> ○ Paired Texts (p. 111)	4.6E	<input type="checkbox"/>	<b>29</b> ○
<b>30</b> ○ Paired Texts (p. 111)	4.6E	<input type="checkbox"/>	<b>30</b> ○
<b>Total</b> / 4			<b>Total</b> / 4

## INFORMATIONAL

① Diagnostic	② Instruction	Completed ✓	③ Post Test
<b>31</b> ○ Argumentative Texts (p. 71)	4.9Eii	<input type="checkbox"/>	<b>31</b> ○
<b>32</b> ○ Argumentative Texts (p. 71)	4.9Eiii	<input type="checkbox"/>	<b>32</b> ○
<b>33</b> ○ Argumentative Texts (p. 71)	4.9Eiii	<input type="checkbox"/>	<b>33</b> ○
<b>34</b> ○ Voice and Anecdote (p. 105)	4.10G	<input type="checkbox"/>	<b>34</b> ○
<b>35</b> ○ Connected Ideas (p. 85)	4.6H	<input type="checkbox"/>	<b>35</b> ○
<b>36</b> ○ Summaries (p. 89)	4.7D	<input type="checkbox"/>	<b>36</b> ○
<b>37</b> ○ Context Clues (p. 97)	4.3B	<input type="checkbox"/>	<b>37</b> ○
<b>Total</b> / 7			<b>Total</b> / 7

## Show What You Know

The STAAR test will ask you questions about informational texts.

Use the words from the box to complete each sentence.

diagrams

supporting evidence

central idea

informational text

organize

nonfiction

- A text that is about real people, places, events, and things is \_\_\_\_\_.
- A nonfiction text that tells the reader about a specific topic is an \_\_\_\_\_.
- The topic of a nonfiction text is the main idea, or the \_\_\_\_\_.
- Authors use facts and details, or \_\_\_\_\_, to tell readers more about the topic.
- Authors \_\_\_\_\_ their texts in different ways, such as comparison and contrast, cause and effect, or in time order.
- Authors may also include text features, such as \_\_\_\_\_, to present information in a visual way.

### Check-In ✓

Think of a time that you read an informational text. How did the details of the text help you to understand the topic?

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## Build Skills

On the STAAR test, you will be asked to think about informational selections.

What parts are important in an informational text? Write YES or NO to identify the part of an informational text.

- a. stanzas \_\_\_\_\_
- b. central idea \_\_\_\_\_
- c. supporting details \_\_\_\_\_
- d. plot and characters \_\_\_\_\_
- e. organization pattern \_\_\_\_\_

### Remember

Informational texts are nonfiction. They are not poetry, fiction, or drama. Informational texts present facts to explain a topic.

## Guided Practice

Use “The Great Railway Race” on page 21 to answer the questions.

First, read the STAAR question.

Which sentence from the selection best supports the idea that the railway was important to Fort Worth?

Next, underline the sentence that tells how to answer the question.

- a. I should look for details about why the railway was important to Fort Worth.
- b. I should look for information that describes the kind of railway built in Fort Worth.

Now, select TWO sentences from paragraphs 3 and 4 that support the idea that the railway was important to Fort Worth.

- a. *Cowboys gathered in Fort Worth before they took the herds on the long, dangerous trip north.* (paragraph 3)
- b. *However, in 1876, the railroad had made it as far as Dallas.* (paragraph 3)
- c. *Fort Worth was losing money.* (paragraph 3)
- d. *Fort Worth could become a huge city with plenty of jobs for people, but only if it got the railroad.* (paragraph 4)

Finally, answer the STAAR question.

**1** Which sentence from the selection supports the central idea that the railway was important to Fort Worth?

- (A) *Cowboys gathered in Fort Worth before they took the herds on the long, dangerous trip north to Kansas City.* (paragraph 3)
- (B) *Fort Worth was closer to the ranchers than Dallas was.* (paragraph 4)
- (C) *Then Fort Worth would never have a railroad, and it would dry up and blow away like a Texas tumbleweed.* (paragraph 5)
- (D) *The railroad company had special permission from the government to build a railroad line to Fort Worth.* (paragraph 5)

**Test-Taking Strategies**

Ignore any sentence that gives information not important to the question.

**Check Your Thinking** ✓

In 1 or 2 sentences, explain how you can find sentences in a text that support the central idea.

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## Independent Practice

Now analyze and answer a new question about “The Great Railway Race.”

Read the STAAR question.

The author organizes the selection by —

Underline the sentence that helps you best answer the question.

- a. Look for **diagrams or other visual features** in the selection.
- b. Look for **the way the selection develops the central idea** in the selection.

Answer the STAAR question.

- 2 The author organizes the selection by —
- (A) comparing the city of Fort Worth to Dallas.
  - (B) explaining why people worked hard to bring the railroad to Fort Worth.
  - (C) describing the different ways Fort Worth depended on cowboys.
  - (D) listing the problems with building the railroad to Fort Worth.

### Check-Out ✓

In 2 or 3 sentences, explain what you would find in an informative text.

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Read the selection and choose the best answer to each question.



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## Dan Lam’s Blobs, Squishes, and Drips

- 1 Nature greatly affects the work of sculptor Dan Lam. She is drawn to the soft blues, oranges, and blazing pinks of a sunset. She notices the way that water sparkles in a stream. Yet her sculptures don’t look like anything from nature. Imagine a rainbow-colored ice cream scoop melting in a puddle or a candle that has melted into a twinkling mess on a shelf. Some of the sculptures look shiny and slick. Some are full of spikes, like the back of a horned toad. Some of the sculptures are small enough to fit on a desk and some are bigger than a person! Dan Lam gazes in pleasure at the colors and shapes in nature and makes them into something else.
- 2 Dan was born in a refugee camp in the Philippines. Her parents wanted to come to the United States, but they had to wait for a

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U.S. family to help them by being a sponsor. A sponsor family's job is to help people from other countries learn about life in the United States. When a sponsor was found in Houston, Dan's family moved to Texas.

- 3 Growing up in Houston and later in Dallas, Dan had no brothers or sisters. She spent a lot of time alone and turned to art to keep her mind and hands busy. She built trains from boxes and painted the train cars. She filled each car with toys and pretended she was the conductor. She built cardboard forts, too, and pretended to live in them.
- 4 Dan's mother sometimes took her daughter to the studio where she worked. Dan roamed the studio and watched the women paint pictures or decorate baby clothing. There was a storage closet for paints and a special room to develop photos. As any curious child might, Dan hunted through these places for things to play with.
- 5 When she first started learning about art, Dan used flat surfaces to draw and paint. She went to college and earned two degrees in drawing and painting. But as she learned more about art, Dan found herself moving away from flat surfaces. Sculpture, the art of building shapes, strongly called to her. In a way, it was a return to the art of her childhood when she built trains and forts out of boxes.
- 6 The artist returns again and again to three types of sculpture. She calls them *blobs*, *squishes*, and *drips*. Blobs are rounded shapes that hang on a wall. Squishes stand on their own and are rounded, too, but they rise up from the ground looking drippy and alive. Drips hang off the edges of things like shelves, fingers, or buildings.
- 7 To make a sculpture, Dan often starts with a type of foam that swells and drips as she pours it. Dan usually pours the foam over some kind of base, such as a box. The foam swells and moves around and over the object. Dan watches the sculpture take on a new shape, guiding it into a shape she wants. Once she has the shape, Dan adds color, spikes, or sparkles. The colors she uses may be wild and brilliant or dark and moody. She sometimes uses colors that change when the temperature changes.
- 8 Are Dan Lam's sculptures beautiful? That's not really her goal. She likes helping people think about beauty and ugliness. She wants people to consider why we call one thing beautiful and another ugly and causes us all to wonder why some things are both.

1 Paragraph 1 is mainly about —

4.9Di

- Ⓐ how Dan Lam finds ideas for her art
- Ⓑ things that Dan Lam’s art looks like
- Ⓒ the parts of nature that Dan Lam enjoys the most
- Ⓓ how Dan Lam’s art comes from nature but is different

**Think Carefully**

Think about what the sensory details in paragraph 1 help the reader understand.

2 Which words from paragraph 3 best support the idea that Dan Lam became interested in art as a child? 4.6G

Growing up in Houston and later in Dallas, Ⓐ Dan had no brothers or sisters. Ⓑ She spent a lot of time alone and turned to art to keep her mind and hands busy. Ⓒ She built trains from boxes and painted the train cars. Ⓓ She filled each car with toys and pretended she was the conductor. She built cardboard forts, too, and pretended to live in them.

3 The author organizes information in paragraphs 2 through 4 by — 4.9Dii

- Ⓐ explaining why Dan became interested in art
- Ⓑ listing problems Dan solved in order to become an artist
- Ⓒ describing events from Dan’s childhood in the order that they happened
- Ⓓ comparing Dan’s art to the work her mother did

**Remember**

To find an organizational pattern, reread paragraphs 2, 3, and 4. Think about the order in which the author presents the facts. Look for key words and phrases that suggest an organizational pattern.

- 4 The author includes paragraphs 6 and 7 in the selection most likely to —

4.10A

- (A) tell the reader how to make sculptures
- (B) describe the sculptures of Dan Lam
- (C) persuade the reader that Dan Lam’s work is beautiful
- (D) name the materials that the artist uses in her work

**Watch Out**

This question asks only about paragraphs 6 and 7, not about the entire selection. Reread those paragraphs before deciding on the correct answer choice.

- 5 Which detail from the selection supports the idea that Dan has a fixed way of creating her sculptures? 4.7D

- (A) She enjoys colors, shapes, and appearances in nature.
- (B) Dan’s sculptures vary widely in size.
- (C) Some sculptures are covered in spikes.
- (D) Dan usually pours foam over a base of some kind.

**Find Text Evidence**

Read the answer choices carefully. Look for words or phrases that tell about the process Dan uses when she is making a sculpture.

- 6 What does the word brilliant mean in paragraph 7? 4.3B

- (A) Bright
- (B) Unusual
- (C) Intelligent
- (D) Gloomy

**Watch Out**

STAAR questions about vocabulary may ask about a word with multiple meanings. Make sure the answer you select is an accurate definition, and then check to make sure this definition makes sense in context.

- 7 According to paragraph 6, Dan Lam’s “squishes” are different from “blobs” and “drips” because “squishes” — 4.7D

Select **TWO** correct answers.

- Ⓐ are covered with paint
- Ⓑ are rounded in shape
- Ⓒ hang from surfaces
- Ⓓ stand on the ground
- Ⓔ rise upward

**Find Evidence**

The correct answer is supported by evidence that is directly stated in the selection. Reread paragraph 6 and look for how “squishes,” “blobs,” and “drips” are described as being similar and different.

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# Writing

The Writing part of the STAAR Grade 4 test is half of your STAAR test score. It includes two Revising selections, two Editing selections, and one Extended Constructed Response (ECR) or composition.

The Revising and Editing selections are designed to be like a student’s essay, and the questions are meant to test your ability to revise and edit this student writing.

Revising and Editing questions will never appear together in the same selection.

**Revising** selections will always come before Editing on the STAAR test. Revising questions focus on content and structural issues such as the thesis statement, supporting ideas, and organization.

The **Editing** section will always come after Revising on the STAAR test. Editing questions will focus on grammatical, mechanical, or usage topics such as correct sentence structure, word choice, and punctuation.

**Extended Constructed Response** is the composition you write about one or two reading passages. Reading passages are tested before Revising and Editing.

## REVISING

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Revising Skill Lessons .....	<b>271</b>
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## EDITING

Diagnostic Tests .....	<b>326</b>
Editing Skill Lessons .....	<b>335</b>
Editing STAAR Practice .....	<b>381</b>
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## EXTENDED CONSTRUCTED RESPONSE

ECR Skill Lessons .....	<b>406</b>
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# WRITING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

- ① **Diagnostic** Shade the bubble for each question that you answered correctly. Find the total correct.
- ② **Instruction** For each question you missed, study the skill lesson and check it off.
- ③ **Post Test** Shade the bubble for each question that you answered correctly. Find the total correct.

## REVISING 1

① Diagnostic		② Instruction	Completed ✓	③ Post Test	
<b>1</b>	<input type="radio"/>	Transitions (p. 292)	4.11Bi	<input type="checkbox"/>	<b>1</b> <input type="radio"/>
<b>2</b>	<input type="radio"/>	Adding, Removing, and Organizing Details (p. 285)	4.11Bi	<input type="checkbox"/>	<b>2</b> <input type="radio"/>
<b>3</b>	<input type="radio"/>	Adding, Removing, and Organizing Details (p. 285)	4.11Bii	<input type="checkbox"/>	<b>3</b> <input type="radio"/>
<b>4</b>	<input type="radio"/>	Coherence and Clarity (p. 271)	4.11C	<input type="checkbox"/>	<b>4</b> <input type="radio"/>
<b>5</b>	<input type="radio"/>	Coherence and Clarity (p. 271)	4.11C	<input type="checkbox"/>	<b>5</b> <input type="radio"/>
<b>6</b>	<input type="radio"/>	Introductions and Conclusions (p. 279)	4.11Bi	<input type="checkbox"/>	<b>6</b> <input type="radio"/>
<b>Total</b> / 6					<b>Total</b> / 6

## REVISING 2

① Diagnostic		② Instruction	Completed ✓	③ Post Test	
<b>7</b>	<input type="radio"/>	Introductions and Conclusions (p. 279)	4.11Bi	<input type="checkbox"/>	<b>7</b> <input type="radio"/>
<b>8</b>	<input type="radio"/>	Coherence and Clarity (p. 271)	4.11C	<input type="checkbox"/>	<b>8</b> <input type="radio"/>
<b>9</b>	<input type="radio"/>	Adding, Removing, and Organizing Details (p. 285)	4.11Bi	<input type="checkbox"/>	<b>9</b> <input type="radio"/>
<b>10</b>	<input type="radio"/>	Coherence and Clarity (p. 271)	4.11Bi	<input type="checkbox"/>	<b>10</b> <input type="radio"/>
<b>11</b>	<input type="radio"/>	Coherence and Clarity (p. 271)	4.11C	<input type="checkbox"/>	<b>11</b> <input type="radio"/>
<b>12</b>	<input type="radio"/>	Adding, Removing, and Organizing Details (p. 285)	4.11Bii	<input type="checkbox"/>	<b>12</b> <input type="radio"/>
<b>Total</b> / 6					<b>Total</b> / 6

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## EDITING 1

① Diagnostic		② Instruction	Completed ✓	③ Post Test
<b>1</b>	<input type="radio"/>	Capitalization (p. 345)	4.11Dix <input type="checkbox"/>	<b>1</b> <input type="radio"/>
<b>2</b>	<input type="radio"/>	Punctuation (p. 364)	4.11Dx <input type="checkbox"/>	<b>2</b> <input type="radio"/>
<b>3</b>	<input type="radio"/>	Spelling (p. 335)	4.11Dxi <input type="checkbox"/>	<b>3</b> <input type="radio"/>
<b>4</b>	<input type="radio"/>	Nouns, Pronouns, and Adjectives (p. 351)	4.11Div <input type="checkbox"/>	<b>4</b> <input type="radio"/>
<b>5</b>	<input type="radio"/>	Verbs and Adverbs (p. 358)	4.11Dii <input type="checkbox"/>	<b>5</b> <input type="radio"/>
<b>6</b>	<input type="radio"/>	Prepositions (p. 369)	4.11Dvi <input type="checkbox"/>	<b>6</b> <input type="radio"/>
<b>Total</b> / 6				<b>Total</b> / 6

## EDITING 2

① Diagnostic		② Instruction	Completed ✓	③ Post Test
<b>7</b>	<input type="radio"/>	Spelling (p. 335)	4.11Dxi <input type="checkbox"/>	<b>7</b> <input type="radio"/>
<b>8</b>	<input type="radio"/>	Nouns, Pronouns, and Adjectives (p. 351)	4.11Div <input type="checkbox"/>	<b>8</b> <input type="radio"/>
<b>9</b>	<input type="radio"/>	Nouns, Pronouns, and Adjectives (p. 351)	4.11Dviii <input type="checkbox"/>	<b>9</b> <input type="radio"/>
<b>10</b>	<input type="radio"/>	Nouns, Pronouns, and Adjectives (p. 351)	4.11Diii <input type="checkbox"/>	<b>10</b> <input type="radio"/>
<b>11</b>	<input type="radio"/>	Sentences (p. 374)	4.11Di <input type="checkbox"/>	<b>11</b> <input type="radio"/>
<b>12</b>	<input type="radio"/>	Nouns, Pronouns, and Adjectives (p. 351)	4.11Dvii <input type="checkbox"/>	<b>12</b> <input type="radio"/>
<b>Total</b> / 6				<b>Total</b> / 6

# Adding, Removing, and Organizing Details

## Show What You Know

### Adding, Removing, and Organizing Details

The STAAR Writing test will ask you to add or remove details in a selection. What do you know about adding or removing details in a selection?

Use the words from the box to complete each sentence.

remove

add

replace

- If ideas in paragraphs need additional information, writers \_\_\_\_\_ supporting facts and details.
- If an essay has unnecessary information, writers \_\_\_\_\_ these details.
- Sometimes an idea is unclear. Writers \_\_\_\_\_ unclear sentences with better ones.

To add or remove details in a selection, reread the paragraph mentioned in the question. Read the sentence that is to be added, removed, or used to replace another sentence. Think about the relationship between the sentence and the rest of the paragraph before you make your choice.

In this lesson, you will learn how the STAAR test asks questions about adding, removing, and organizing details. You will practice answering STAAR questions about adding, removing, and organizing details.



Think about something you have written recently. Was it easier for you to add details to paragraphs or to remove unnecessary information? In two or three sentences, explain your experience.

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## Build Skills

### Adding Details

The STAAR test will ask you to revise by adding details to a paragraph. First, read the paragraph that the question asks you to revise and think about its ideas. Then think about which answer choice supports the ideas in the paragraph.

**Underline the sentence to add after sentence 3 to BEST support the ideas in the paragraph.**

#### Test-Taking Strategies

To choose which sentence to add to a paragraph, identify which answer choice is directly related to the topic. Avoid choosing an answer that does not add to the topic, even if the sentence is interesting.

(1) To make syrup, Texas pioneers grew sugarcane. (2) The tall plant looks like bamboo. (3) It grows best along creek beds and river bottoms.

- a. Christopher Columbus brought sugarcane to the western hemisphere.
- b. Pioneers could easily harvest sugarcane because it grows back every year.
- c. It takes ten gallons of sugarcane juice to make one gallon of syrup.

## Removing Details

The STAAR test will ask you to revise by removing unnecessary information from a paragraph.

**Read the paragraph. Then underline the sentence that has unnecessary information and should be removed from the paragraph.**

### Remember

Remove a sentence from a paragraph if it introduces an unrelated idea, repeats information, or adds an unimportant detail.

In the fall, Texas pioneers would cut sugarcane. Then they harnessed mules to a press and filled the press with the cane. “Gee” and “Haw” are commands for mules. The mules traveled in a circle around the press to squeeze the juice from the cane.

## Organizing Details

The STAAR test may ask you to choose the best place in a paragraph to add or replace a sentence.

To choose the best place to insert a detail, read each sentence in the paragraph and think about how the new sentence fits into the paragraph as a whole.

**Read the paragraph.**

(1) The sugarcane press squeezed a brown juice into a bucket. (2) The pioneers collected a full bucket and poured the contents into a large pan. (3) Then someone gently stirred the juice in the pan until it was thick, sweet syrup.

**Then select the answer that tells where the following sentence should be added.**

*The pan was set up over a cooking fire.*

- a. After sentence 1
- b. After sentence 2
- c. After sentence 3

### Remember

A supporting detail should provide information that completes an idea in the paragraph. A detail may be added either before or after the sentence it supports.

## Guided Practice

Use “Raising Backyard Chickens” on page 263 to answer the questions.

First, read the STAAR question.

Conrad has included an unnecessary sentence in the third paragraph (sentences 11–16). Which sentence should be deleted from this paragraph?

Next, use the words from the box to complete the sentences. Not every word or phrase will be used.

what to move	remove	move
what to delete	add	where to add it

The STAAR question asks me to \_\_\_\_\_ a detail. I need to determine \_\_\_\_\_.

Now, use the words from the box to complete the sentence. Not every word will be used.

neighbors	eggs	children	carrots	pets
dogs	groceries	chickens	horses	

Paragraph 3 (sentences 11–16) explains that parents can teach their \_\_\_\_\_ about where \_\_\_\_\_ come from by raising backyard \_\_\_\_\_.

**Test-Taking Strategies**

Read the paragraph with your answer choice deleted to make sure you have removed the BEST choice. The paragraph should be clear and coherent, with all supporting details related to the topic.

Finally, answer the STAAR question.

- 1** Conrad has included an unnecessary sentence in the third paragraph (sentences 11–16). Which sentence should be deleted from this paragraph?
- (A) Sentence 12
  - (B) Sentence 13
  - (C) Sentence 14
  - (D) Sentence 15

## Independent Practice

Now it's time to answer another STAAR question.

Read the paragraph.

(1) The Texas horned toad, or “horny toad,” is a strange-looking creature. (2) It is not a toad. (3) The horny toad gets its name from the crown of spikes, or horns, on its head. (4) The horny toad has a small, flat body, with many other spikes on it. (5) It lives in the hot and dry areas of Texas. (6) In the desert, the horny toad chooses interesting food. (7) However, the most amazing fact about a horny toad is that it can spit blood from its eyeballs.

Read the STAAR question.

Henry left out the following sentence from his paragraph.

*Instead, it is a lizard with claws and scales.*

Where is the **BEST** place to add this sentence?

Use the words from the box to complete the sentence. Not every word or phrase will be used.

where to add it      what to add      move  
add      remove      what to delete

To answer the STAAR question, I need to \_\_\_\_\_ a detail. I need to determine \_\_\_\_\_.

Answer the STAAR question.

2 Henry left out the following sentence from his paragraph.

*Instead, it is a lizard with claws and scales.*

Where is the **BEST** place to add this sentence?

- (A) After sentence 1
- (B) After sentence 2
- (C) After sentence 5
- (D) After sentence 6

**Remember**

The subject matter of an inserted sentence must be related to that of the sentence it follows and make sense in the paragraph.

Read another STAAR question.

Which sentence should Henry add after sentence 6 to **BEST** support the ideas in the paragraph?

Use the words from the box to complete the sentence. Not every word or phrase will be used.

move      add      remove      sentence 6      sentence 5      sentence 7

To answer the STAAR question, I need to determine which detail to \_\_\_\_\_ after \_\_\_\_\_.

Answer the STAAR question.

- 3** Which sentence should Henry add after sentence 6 to **BEST** support the ideas in the paragraph?
- (A) It likes to eat mounds of red harvester ants.
  - (B) I think that horny toads would make good pets.
  - (C) Horny toads have developed ways to live in the desert heat.
  - (D) Other types of horny toads also live in the West Texas area.

**Remember**

If a question asks about adding a supporting detail, the correct answer will not introduce a general statement. The sentence should have specific information related to the rest of the paragraph.

**Check-Out** ✓

In two or three sentences, explain how you can revise your writing by adding or removing details.

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**Read the selection and choose the best answer to each question.**

*Rhea’s teacher asked her to research and write about sloths. Read Rhea’s paper and look for revisions she needs to make. Then answer the questions that follow.*



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## Living an Upside-Down Life

(1) Sloths are slow-moving animals that live in the jungles of South America and Central America. (2) Most of their lives are spent in trees, hanging upside down while eating and sleeping. (3) They are very strange.

(4) Sloths’ bodies have special characteristics that allow them to live an upside-down life. (5) Their organs are attached to their rib cages. (6) Because of this, it keeps the sloth’s other organs from weighing down their lungs and the sloths don’t have trouble breathing. (7) Sloths also have long, tough, sharp claws that help them climb trees and hold onto branches. (8) But these claws make it hard for them to walk on the ground. (9) They are even slower moving on land

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than they are in the trees. (10) It takes them about a minute to travel one foot! (11) Sloths leave their trees only once a week to go to the bathroom. (12) During this time, they risk attack by predators such as jaguars, eagles, and snakes.

(13) Sloths move slowly to save their strength. (14) The leaves are very tough and hard to digest, or to break down in their bodies. (15) It can take up to a month for a sloth to digest a meal. (16) This slow process leaves little strength for doing anything else.

(17) Things can grow on sloths. (18) The green color of algae and fungi helps them to blend in with their surroundings and hide from animals that might hunt them. (19) The sloths' thick fur is also home to insects such as beetles, moths, and roaches.

(20) Did you know that people who visit the jungle love to take selfies with sloths? (21) Using a "selfie stick" makes it easier to take a photo of yourself posing with other people or animals. (22) It's no wonder that people like these photos, since sloths always seem to have big smiles on their faces. (23) But the shape of a sloth's face makes it appear happy even when it is frightened or in pain. (24) When tourists take sloths from the trees to take selfies with them, the animals may look happy, but they may be far from it! (25) Selfies disturb and upset the poor animals.

**1** Rhea would like to replace sentence 3 with a sentence that helps create a more effective opening for her paper. Which of the following can replace sentence 3 and improve this paper’s opening? 4.11Bi

- (A) Sloths are the world’s slowest mammals, but they are hardly boring.
- (B) Did you know that sloths are able to move faster in water than on land?
- (C) Sloths can be found in the wild and in some zoos.
- (D) The average sloth is about the size of a medium-sized dog, but sloths are unlike dogs, in other ways.

**Remember**

An effective opening will preview the content of the rest of the paper.

**2** Rhea wants to revise sentence 6 to make it easier to understand. In the space provided, write a new sentence that expresses Rhea’s idea in a clearer and more effective way. 4.11C

**Watch Out**

The most effective revision will be free of repetitive wording and grammar errors.

**3** Which sentence could **BEST** follow and support sentence 13? 4.11Bii

- (A) They will leave the trees to search for a mate.
- (B) Their diet is mostly leaves from the trees where they live.
- (C) They have a high-pitched call that sounds like “ahh-eeee.”
- (D) They have either two or three long claws on each front foot.

**Think Carefully**

The paragraph that includes sentence 13 is about how sloths’ diets affect their activity. The correct answer relates to that topic.

- 4 Rhea needs a better transition between the third paragraph (sentences 13–16) and the fourth paragraph (sentences 17–19). Which sentence should replace sentence 17 to help with this transition? 4.11Bi

- (A) Sloths move so slowly that algae and fungi grow on them, but that’s a good thing.
- (B) Algae and fungi can actually grow on sloths, which is disgusting to think about.
- (C) Just because a sloth is moving slowly does not mean that it is hungry or tired.
- (D) People should avoid animals in the wild because they don’t always know what is best for the animals.

**Watch Out**

The correct answer relates to ideas in both paragraphs. Scan each paragraph for key words, and then choose the sentence that best introduces the fourth paragraph.

- 
- 5 Rhea has included an unnecessary sentence in the fifth paragraph (sentences 20–25). Which sentence should be deleted from this paragraph? 4.11Bii

- (A) Sentence 20
- (B) Sentence 21
- (C) Sentence 22
- (D) Sentence 23

**Think Carefully**

Look for a sentence in the paragraph that is not specifically about sloths.

- 
- 6 Rhea would like to add a sentence to bring her paper to a more effective conclusion. Which sentence should she add after sentence 25 to help achieve this goal? 4.11Bi

- (A) The flash from a phone or camera can scare the sloths.
- (B) Tourists also like to look for butterflies, birds, and monkeys.
- (C) Tourists like to send their sloth selfies to their friends and family.
- (D) Sloths are better off being left alone to enjoy their upside-down lives.

**Remember**

An effective closing sentence brings the reader back to the main idea of the entire paper.

## Show What You Know

The Editing section of the STAAR Writing test will ask you to use correct capitalization.

Use the words from the box to complete each sentence. Not all words will be used.

names	nationalities	summaries
descriptions	titles	places

To use correct capitalization, follow the rules and capitalize:

- names of \_\_\_\_\_
- \_\_\_\_\_ of historical periods, events, and documents
- \_\_\_\_\_ of books, stories, and essays
- names of languages, races, and \_\_\_\_\_

In this lesson, you will learn how the STAAR test asks questions about capitalization. You will practice answering STAAR questions about capitalization.

## Build Skills

### Names of Places

Common nouns are not capitalized, but proper nouns are. When a name refers to a specific place, it is a proper noun. Capitalize it just as you would capitalize the name of a specific person.

Capitalize all parts of the name except for articles (*a, an, the*) and prepositions, such as *of, to, and in*.

EXAMPLE: the Republic of Texas

**Underline the words that should be capitalized.**

1. Over spring break, my family went to **san antonio** to tour the city's **attractions**.
2. I was surprised to see **the alamo** downtown, surrounded by tall buildings.
3. We strolled along the San Antonio River **walk**, which flows through the center of the **city**.
4. When we got hungry, we headed to a **café** in the section of Market **square** called El Mercado.
5. To get our culture fix, we went to the San Antonio Museum **of art**.

**Names of Historical Periods, Events, and Documents**

When a name refers to a specific historical period, event, or document, it is a proper noun and should be capitalized.

EXAMPLE: *the Texas Declaration of Independence*

**Underline the words that should be capitalized.****Remember**

Capitalize all parts of a proper noun except for articles (*a, an, the*) and prepositions, such as *of, to, and in*.

1. This year we will study **the Texas revolution**.
2. Mammoths lived in Texas during **the Ice age**, when other parts of North America were covered by glaciers
3. The **battle of the Alamo** lasted thirteen days.
4. You can view documents important to Texas history, such as **the treaties of Velasco**, online.
5. In **the Texas camel Experiment**, the U.S. Army brought camels to Texas to **transport supplies** in the West Texas desert.

**Titles of Books, Stories, and Essays**

The titles of books, stories, essays, and other works have their own rules for capitalization.

Capitalize the first and last words.

Capitalize nouns, pronouns, verbs, adjectives, and adverbs.

Do not capitalize articles (*a, an, the*), coordinating conjunctions (*and, but, for, nor, or, so, yet*), or prepositions (such as *in, by, for, on, and with*) unless they are the first or last word in the title.

Write the correct capitalization for each title in the correct column. An example has been done for you.

Incorrect	Correct
<i>the phantom tollbooth</i>	<i>The Phantom Tollbooth</i>
<i>dragons in a bag</i>	
<i>“to build a fire”</i>	
<i>“the elves and the shoemaker”</i>	
<i>“a light in the attic”</i>	

### Names of Languages, Races, and Nationalities

Capitalize the names of languages, races, and nationalities.

Use the words from the box to complete the sentence correctly. Not all words will be used.

Njeri	njeri	Kenyan
kenyan	languages	Languages

My friend \_\_\_\_\_ is \_\_\_\_\_. She can speak four \_\_\_\_\_.

Select the correct capitalization to complete the sentence.

- My family likes to go to the \_\_\_\_\_ restaurant for a food called \_\_\_\_\_.
  - German, Schnitzel
  - german, schnitzel
  - German, schnitzel

2. Our \_\_\_\_\_ is very fluffy.
- a. persian cat
  - b. Persian cat
  - c. Persian Cat
3. My \_\_\_\_\_ has several beautifully decorated \_\_\_\_\_ Easter eggs.
- a. family, Ukrainian
  - b. Family, Ukrainian
  - c. family, ukrainian

## Guided Practice

Use this selection to practice answering a STAAR question.

*Amy wrote this paragraph about a recent trip she took. Read the paragraph and look for corrections Amy needs to make. Then answer the questions that follow.*

(1) I slid the seatbelt buckle into the latch and pulled the strap tight. (2) At last, I was on my way to visit Grandma! (3) Usually we drive, but to get to the san antonio rodeo early, we flew this time. (4) It was my first time on an airplane! (5) The pilot announced, "Flight attendant's, prepare for departure." (6) I felt butterflies dancing in my stomach. (7) Finally, it was our turn to take off. (8) I griped the seat tightly as the plane gained speed. (9) I felt my body push back as the wheels lifted off the ground, and I watched in wonder as Earth became smaller and smaller beneath me.

First, read the STAAR question.

What change should be made in sentence 3?

- (A) Change **Usually** to **Usualy**
- (B) Change **san antonio rodeo** to **San Antonio Rodeo**
- (C) Delete the comma after **early**
- (D) Change **flew** to **are flying**



Next, select the sentence that best explains how to answer the question.

- a. I need to check spelling, capitalization, punctuation, and verbs.
- b. I need to check spelling, punctuation, capitalization, and adverbs.

Now, read the sentence. Select the word that should be capitalized.

Usually we drive, but to get to the san antonio rodeo early, we flew this time.

Then, select the subject of the spelling rule that is broken by this error.

- a. common and proper nouns
- b. names of historical periods, events, and documents
- c. titles of books, stories, and essays
- d. names of languages, races, and nationalities

Finally, answer the STAAR question.

- 1 What change should be made in sentence 3?
- (A) Change **Usually** to **Usualy**
  - (B) Change **san antonio rodeo** to **San Antonio Rodeo**
  - (C) Delete the comma after **early**
  - (D) Change **flew** to **are flying**

## Independent Practice

Now it's time to answer another STAAR question.

Read the paragraph.

(1) Velasco, Texas, was the town where the first conflict of the Texas Revolution took place. (2) Texian settlers tried to transport a cannon through the port there. (3) Mexican forces, who controlled Texas at the time, tried to stop the settlers' ship, and fighting broke out. (4) The Texians won the battle when their enemy ran out of ammunition and surrendered. (5) Later, General Santa Anna signed peace treaties at Velasco after the battle of San Jacinto. (6) The Republic of Texas was born that day.

Read and answer the STAAR question.

- 2 What change should be made in sentence 5?
- (A) Change **Santa** to **santa**
  - (B) Change **peace treaties** to **Peace Treaties**
  - (C) Change **battle** to **Battle**
  - (D) No change is needed.

**Read the selection and choose the best answer to each question.**

*Sabrina wrote a research paper about Jackie Robinson. Read these paragraphs from Sabrina’s paper and look for corrections Sabrina needs to make. Then answer the questions that follow.*

## Jackie Robinson

(1) Jackie Robinson was a famous baseball player. (2) He was the first African American person to play in the modern major leagues. (3) His real name was Jack Roosevelt Robinson, and he was born in Cairo, Georgia. (4) He goed to college in California and played four different sports.

(5) Jackie Robinson joined the Brooklyn Dodgers in 1947. (6) He played for them for ten years. (7) He started as a first baseman. (8) He was even famouser for playing second base. (9) Jackie was a very good hitter runner, and base stealer. (10) He was elected to the Baseball Hall of Fame in 1962.

- 1 Select the word or words that should replace **goed** in sentence 4. 4.11Dii

He \_\_\_\_\_? to college in California and played four different sports.

- (A) went
- (B) go
- (C) had went
- (D) gone

**Remember**

Pay close attention to words you haven't seen before. You may use a dictionary to make sure they are correct.

- 2 What change, if any, should be made in sentence 8? 4.11Div

- (A) Change **was** to **were**
- (B) Change **famouser** to **more famous**
- (C) Change **second base** to **Second Base**
- (D) No change is needed.

**Taking the Test**

The choice for making no change is almost never the correct answer on the STAAR test. Make sure you check all other answer choices before selecting this answer.

- 3 What change should be made in sentence 9? 4.11Dx

- (A) Change **good** to **best**
- (B) Delete the comma after **runner**
- (C) Change **stealer** to **steeler**
- (D) Insert a comma after **hitter**

**Watch Out**

Sometimes an error in a sentence can make it confusing to read at first. Read the sentence slowly and check the answer choices carefully.

**Read the selection and choose the best answer to each question.**

*Kelso wrote a paper about life at the bottom of the ocean. Read these paragraphs from Kelso's paper and look for corrections Kelso needs to make. Then answer the questions that follow.*

## Ocean Life

(1) How can anything live at the bottom of the ocean? (2) Creatures at the bottom of the ocean is strange. (3) One creature is a fish called a dragonfish. (4) It has scales and a body like a snake. (5) Another of these strange sea creature is the giant sea spider. (6) Giant sea spiders walk on the ocean floor, and they have extremely long legs. (7) They are much bigger than spiders on land. (8) The sea spiders may be two feet across. (9) Sea pens also live on the ocean floor, they are related to jellyfish. (10) They look like old-fashioned feather pens.

4 What change, if any, should be made in sentence 2?

4.11Di

- (A) Change **bottom** to **botom**
- (B) Insert a comma after **ocean**
- (C) Change **is** to **are**
- (D) No change is needed.

**Watch Out**

A sentence may contain a noun that is not the subject but serves some other function in the sentence.

5 What change should be made in sentence 5?

4.11Diii

- (A) Change **Another** to **Each**
- (B) Change **creature** to **creatures**
- (C) Insert a comma after **these**
- (D) Change **sea** to **see**

**Remember**

Changing a word may change the meaning of a sentence. Even if an edit makes sense grammatically, it should not change the sentence's meaning.

6 What change should be made in sentence 9?

4.11Dviii

- (A) Change **pens** to **Pens**
- (B) Change **live** to **lives**
- (C) Insert **and** after the comma
- (D) Change **related** to **relayed**

**Taking the Test**

If an answer choice says to add a word to the sentence, then read the sentence to check whether it makes sense with the word added.

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After you draft your **central idea** and **plan your response**, you need to start writing **body paragraphs**.

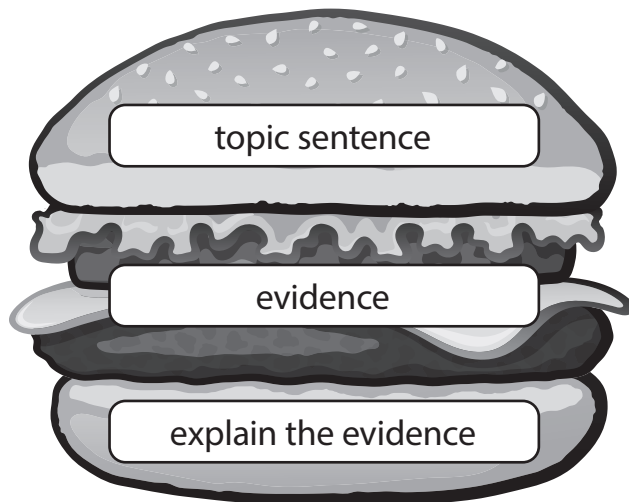
- A body paragraph has a **topic sentence**, **evidence**, and an **explanation**.
- Body paragraphs support the writer’s central idea.

A good body paragraph has many parts, like a hamburger. You need to write and organize each part to make a great “burger” paragraph.

- The **topic sentence** tells what the paragraph is about.
- **Evidence** comes from the selection you read.
- You must then **explain the evidence**.

Just like some hamburgers can be plain and some can have many toppings, some paragraphs need only a few sentences and some need more. For the STAAR test, your body paragraphs should be between 4 and 6 sentences.

**Draw a line from each box to its correct place on the “burger” paragraph.**



They both like to read and research, which makes them work well together and have fun on their project.

They both seem to like science. Cinda comes up with a science fair topic because she read a book about it. Dylan researches the topic on his own before they get together.

Cinda and Dylan work well together because of shared interests.

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## Topic Sentences

Each body paragraph in your response should have a **topic sentence**. The topic sentence should support a part of the central idea of your essay.

**Read each sentence. Underline the correct word or phrase in parentheses to complete each sentence and explain the role of a topic sentence in a paragraph.**

The topic sentence states the ( central idea | theme ) of a paragraph. It is usually the ( first | last ) sentence in the paragraph. All of the other sentences in a paragraph should ( restate | support ) the topic sentence.

**Read the central idea statement.**

**Central Idea:** By working together, the characters learn how alike they are and become friends as a result.

**Underline the best sentence to use as a topic sentence for a body paragraph.**

- a. Don't you hate working on group projects?
- b. Cinda and Dylan work well together because of shared interests.
- c. The characters work together on the project, learn how alike they are, and become friends.

## Evidence

Evidence includes the ideas and quotes from the reading selection. You use evidence to support your topic sentence in your body paragraph. For the STAAR test, you will need to find one or more pieces of evidence to support the topic sentence in each of your paragraphs.

Remember that when answering an ECR prompt, your evidence **MUST** come from the selection or selections. Do not talk about other stories you have read or examples from your own life.



**Use the words from the box to complete the sentences below.  
Not every word is used.**

author's    topic sentence    supporting details    reading selection    quotes

- a. The \_\_\_\_\_ of my body paragraphs must include evidence.
- b. I need to look at the \_\_\_\_\_ for evidence.
- c. The evidence tells readers the \_\_\_\_\_ ideas.
- d. The evidence supports the \_\_\_\_\_ of the paragraph.

## Finding Evidence

When you are writing on a computer, you may have trouble seeing everything on the screen. One way to stay organized is to highlight the evidence in the selection that you want to use.

Highlight or underline evidence and ideas in the reading selection to help you focus and remember.

**Read the following paragraphs from “The Secrets of Invisible Ink.” Underline the sentences that best support the idea that Dylan shares an interest with Cinda.**

- 8 Dylan greeted her at the door.
- 9 “I looked up the history of invisible ink. What a great idea!” he said.
- 10 Cinda showed him what she had brought and asked him to put a few drops of water in a bowl. She took out the lemon and squeezed the juice from the lemon into the bowl. Cinda dipped her cotton swab into the bowl and then wrote something on a sheet of paper.

## Paraphrasing and Quoting Evidence

There are two ways to show your evidence in your essay. One way is **paraphrasing**. This is using your own words to restate the information in the selection. Another way is **quoting**. This is using the author's exact words. You must use quotation marks when quoting. For both paraphrasing and quoting, you must tell the name of the selection.

**Read each description in the chart. Select whether it describes paraphrasing, quoting, or both.**

Description	Paraphrasing	Quoting
Uses your own words	<input type="checkbox"/>	<input type="checkbox"/>
Uses the author's exact words	<input type="checkbox"/>	<input type="checkbox"/>
Needs quotation marks	<input type="checkbox"/>	<input type="checkbox"/>
Does not need quotation marks	<input type="checkbox"/>	<input type="checkbox"/>
Includes the name of the reading selection	<input type="checkbox"/>	<input type="checkbox"/>

When you **paraphrase**:

- use your own words to tell the information
- do not use quotation marks
- tell where the information comes from in the selection

**Read the following paragraph from "The Secrets of Invisible Ink."**

6 Cinda nodded. "Well, I do have a good idea for the science fair," she said. "I read a book about how people used to send secret messages. Invisible ink that you can't see!"

**Underline the sentence that best paraphrases information from the paragraph.**

- a. In paragraph 6, Cinda comes up with “a good idea for the science fair” because she read a book about invisible ink.
- b. In paragraph 6, Cinda comes up with a science fair topic because she read a book about invisible ink.
- c. Cinda comes up with a science fair topic because she read a book about invisible ink.
- d. In paragraph 6, Cinda says she has a good idea for the science fair because she read a book about how people used to send secret messages using invisible ink.

You can also use the writer’s own words in your response. This is called a quotation. It’s best to use a quotation when the author’s own words are important or hard to paraphrase.

**Remember**

Paraphrases can use some of the same words the author uses, such as *secret messages* or *invisible ink*, without using quotation marks. They should not include more than a couple of the words, though.

When you use a quotation in your essay:

- use the author’s exact words
- surround any quoted text (words, phrases, or whole sentences) with quotation marks, and use commas correctly
- say who the author or speaker is
- use a citation to tell where you found the evidence

**Read the following paragraph from “The Secrets of Invisible Ink.”**

9 “I looked up the history of invisible ink. What a great idea!” he said.

**Underline the sentence that best quotes information from the paragraph.**

- a. In paragraph 9, Dylan tells Cinda that he researched their topic and thinks it's great.
- b. Dylan says, "I looked up the history of invisible ink. What a great idea!"
- c. In paragraph 9, Dylan says that he "looked up the history of invisible ink," and he thinks that it's "a great idea."
- d. In paragraph 9, Dylan says that he "researched the history of invisible ink" and he thinks "it's a great topic."

## Lesson Summary

**Review what you have learned in this lesson.**

**Use the words in the box to complete the sentences below.**

after    paraphrase    topic sentence    quote directly    supporting details

- a. The \_\_\_\_\_ tells what a body paragraph is about.
- b. The \_\_\_\_\_ are the middle of a "burger" paragraph.
- c. When I \_\_\_\_\_, I discuss the text using my own words.
- d. When I \_\_\_\_\_, I discuss the text using the author's words.
- e. I should include an explanation of my evidence \_\_\_\_\_ I present it in a paragraph.

Read the article “Dan Lam’s Blobs, Squishes, and Drips.” Based on the information in the article, write a response to the following:

Explain how the author’s use of descriptive details helps the reader understand Dan Lam’s art.

Write a well-organized informational essay that uses specific evidence from the article to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

## Brainstorming

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

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# Organizing Your Ideas and Evidence

Use this chart to organize and develop ideas and examples for your essay.

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<b>INTRODUCTION</b> Thesis or Controlling Idea:	
<b>Topic Sentence:</b>	<b>BODY</b>
<b>Evidence:</b>	
<b>Analysis:</b>	
<b>Topic Sentence:</b>	<b>BODY</b>
<b>Evidence:</b>	
<b>Analysis:</b>	
<b>Topic Sentence:</b>	<b>BODY</b>
<b>Evidence:</b>	
<b>Analysis:</b>	
<b>CONCLUSION</b> Connect Back to Thesis or Controlling Idea:	

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# Using This Teacher's Edition

This workbook supports teachers in helping students succeed on the Grade 4 Reading Language Arts STAAR test with TEKS skill instruction and authentic STAAR practice.

## Skill Lessons—Interactive TEKS Instruction

### 1 Show What You Know

This lesson introduction reviews key concepts and academic terms and helps students activate prior knowledge and connect the skill's concepts to previous experiences.

### 2 Check-In

Check-in activities are short-answer writing prompts that activate prior knowledge, help students connect to the lesson, and apply the skill concepts to their life experiences. Teachers get feedback on student readiness and thinking.

### 3 Build Skills

Build Skills activities allow students to demonstrate the fundamental TEKS-based concepts of the skill.

### 4 Guided Practice

Students practice answering STAAR-format questions. Guided Practice questions come from the Diagnostic Test and feature scaffolding and support, including analysis activities for answering the questions and justifying their answer choice.

### 5 Check Your Thinking

Students explain the strategies and thinking they used to answer the Guided Practice questions, and identify evidence from the selection or reasoning that supports their answer.

### 6 Independent Practice

Students apply what they learned to answer an authentic STAAR test item with minimal scaffolding.

### 7 Check-Out

Students respond to a short-answer writing prompt that helps them reflect on the skill and synthesize their understanding.

The Teacher's Edition contains answers, sample responses, and full answer choice explanations for every lesson's activities and questions.

**1** **READING SKILL 9** **Argumentative Texts** **4.CS 4.CB 4.SB 4.CB**

**Show What You Know**

The STAAR test will ask you questions about argumentative texts. Use the words from the box to complete each sentence.

true opinions audience claim  
argumentative text convince facts

- Authors sometimes give their ideas or opinions about topics in \_\_\_\_\_.
- The main idea, or opinion, is also called the \_\_\_\_\_ of the argument.
- Beliefs that cannot be proven true or false are \_\_\_\_\_.

**2** **Check-In**

Think of a time that you have read an argumentative text. In 2 or 3 sentences, explain why the author was or was not able to get you to agree with the position on the topic.

**3** **Build Skills**

On the STAAR test, you will be asked to think about argumentative texts.

**Remember!** A fact can be proved true by research. An opinion is a belief.

Which sentences below are facts? Underline TWO correct answers.

a. Some sea animals mistake plastic bags for the jellyfish they eat.

**4** **Guided Practice**

Use "The Next Step in the History of Reading" on page 29 to answer the questions.

First, read the STAAR question.

Which sentence from the selection best states the author's claim?

Next, underline the sentence that best tells how to answer the question.

a. I should look for a call to action for the audience to take.  
b. I should look for a sentence that shows an opinion.  
c. I should look for a statement that gives evidence.

Now, complete the sentence by choosing the correct answer.  
The author's claim in paragraph 1 is that \_\_\_\_\_.

**5** **Check Your Thinking**

In 1 or 2 sentences, explain how you identified the claim in the selection.

**6** **Independent Practice**

Now analyze and answer a new question about "The Next Step in the History of Reading."

Read the STAAR question.

The author most likely wrote this selection for \_\_\_\_\_.

Underline the sentence that helps you best answer the question.

**7** **Check-Out**

In 2 or 3 sentences, explain why it is important for an author to know who the audience will be.



# Using This Teacher's Edition—Reading

## Authentic STAAR Practice

All STAAR practice selections match the STAAR redesign in content, format, and rigor. This includes new question types, cross-curricular passages, and evidence-based writing.

Sirius Reading selections include all tested genres, including argumentative. Genre labels and cross-curricular references are included for Teachers.

### 1 Authentic STAAR Questions

STAAR Practice questions closely match the STAAR redesign with 25% new question types, adapted for print.

All test items reflect the language and thinking tested in STAAR. Practice passages include items for multiple TEKS in an unpredictable sequence, just like the STAAR test.

### 2 Answer Choice Rationales

Full answer choice explanations or sample answers are provided for all STAAR practice questions.

Explanations help teachers and tutors identify student mistakes and facilitate remediation. The goal is to help the focus become understanding why one answer is best instead of getting the correct answer.

1

2

- 4 Which of these events from the story causes Cinda to suggest that they experiment with invisible ink? 4.8C
- Ⓐ Dylan looks up the history of writing that disappears
  - Ⓑ Mrs. Bradford suggests possible ideas for the science fair.
  - Ⓒ Cinda had read a book about how people sent secret messages.
  - Ⓓ Cinda's best friend sends a message written in lemon juice.

**Red boxes show correct answers.**

**Find Text Evidence**  
Read the story closely for the part when Cinda and Dylan discuss ideas for the science fair project. Highlight the reason why Cinda suggested invisible ink for a project idea.

- 5 Read the question carefully. Then enter your answer in the box provided. 4.6F
- How does Dylan feel about Cinda's idea to do a science fair project on invisible ink? Support your answer with evidence from the selection.

[Faded text from passage]

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**Test tips**

**Remember**  
To find out how a character feels, look at what the character says and does.

#### Answer Choice Rationales

- 4 A [Faded rationale text]  
B [Faded rationale text]  
C [Faded rationale text]  
D [Faded rationale text]

- 5 [Faded rationale text]

# Using This Teacher's Edition—Writing

## Revising and Editing STAAR Practice

Full answer choice rationales or samples responses are provided for all STAAR practice test items—both multiple choice and new question types. These explanations help teachers and tutors identify student mistakes and provide meaningful feedback.

**1** What is the **MOST** effective way to revise sentence 3? 4.11C

A new field would make our school a better place to learn and would also be good for everyone in the community.

A new field would help our school a lot and make it a better place to learn and also be good for the community.

A new field would help our school by making it a better place to learn, it would also be better for the community.

A new field would help our school a lot, make it a better place to learn, also being good for the community.

**Remember:** You can clarify a wordy sentence by deleting repeated information and unnecessary words.

---

**2** Melissa has included an unnecessary sentence in the second paragraph (sentences 1–3) and the second paragraph (sentences 4–8). Which sentence should be deleted from this paragraph? 4.11Bii

Sentence 5

Sentence 6

Sentence 7

Sentence 8

**Think Carefully:** Delete the sentence that gives an extra detail that is not supported by the writer's argument.

---

**3** Melissa needs a better transition (sentences 1–3) and the second paragraph (sentences 4–8). Which sentence should replace sentence 5 to help with this transition? 4.11Bj

One way our school would benefit from a new field is that we would have the space we need for gym class.

A new sports field is a wise use of the money.

I don't like attending gym class because there is not enough space to play fun sports like softball or soccer.

One million dollars may seem like a lot of money, but new sports facilities can be very expensive.

**Remember:** The revised sentence should help readers understand how the ideas in paragraph 1 relate to the ideas in paragraph 2.

**Answer Choice Rationales**

**1** A

B

C

D

---

**2** A

B

**C**

D

---

**3** A

B

C

D

**Red boxes show correct answers.**

Rationales for **EACH** answer choice help teachers or tutors give students actionable feedback.

314 Grade 4 Reading Language Arts: Essential TEKS with STAAR Practice - WRITING

## ECR Practice Prompts

Five informational essay prompts provide scaffolded writing practice.

**WRITING** **1** Prompt 4.11C

**Read the short story "The Secrets of Invisible Ink." Based on the information in the story, write a response to the following:**

Explain how Cinda and Dylan's relationship changes and how this is developed by the author.

Write a well-organized informational essay that uses specific evidence from the story to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

**Brainstorming**

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

**Brainstorming** helps students generate ideas.

**Organizing Your Ideas and Evidence**

Use this chart to organize and develop ideas and examples for your essay.

**INTRODUCTION**  
Thesis or Controlling Idea:

Topic Sentence: **BODY**

Evidence:

Analysis:

Topic Sentence: **BODY**

Evidence:

Analysis:

Topic Sentence: **BODY**

Evidence:

Analysis:

Connect Back to Thesis or Controlling Idea:

**Conclusion**

A **graphic organizer** helps students plan their essay.

Write your essay in the box below.

**Example of a high-scoring essay:**

Write your essay in the box below.

**Checklist:**

- A controlling idea
- Complete thoughts

**Two sample responses** are provided to help teachers provide student feedback.

A **checklist** ensures students include all necessary parts for their essay.

## Reading Language Arts Contents

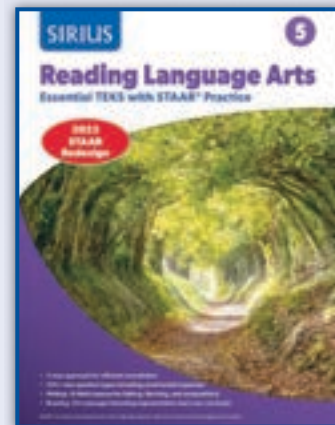
### READING

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# Grade 4 Reading Zingers Workbook

## Skill Instruction with Scaffolded Practice

Each lesson teaches **how to read, analyze, and answer** the STAAR questions for one of the most commonly tested TEKS. **Scaffolded practice A, B, and C** increases in complexity by modifying the number of answer choices.

**ZINGER 1 Plot and Character** (4.8B, 4.8C)

**STAAR skill instruction**

**Plot** is the series of events that make up a story. The major events in a plot include the **rising action, climax, falling action, and resolution**.

**Characters** are the people, or sometimes the animals, who move the plot along. Events in the plot are often influenced by what the characters say and do with one another.

On the STAAR test, you will be asked questions about main events in the plot and how characters affect the plot.

**1 Read the selection. Think about the plot and characters.**

1 Sammy looked at his bike and scratched his head. How was he going to get to the park with a flat tire?

2 Sammy's dad walked into the garage and asked him why he hadn't left yet to go play baseball. Sammy told him about the flat tire. Sammy's dad walked over to the tire. He reached down and pulled out a nail.

3 "I found your problem," his dad said. "That's the first step for fixing the flat."

4 "I remember the next step!" Sammy said brightly. "I'll find the tire pump."

**Graphic organizers**

Complete the organizer by filling in the details from the story.

Cause	Effect
Sammy runs over a nail.	Sammy _____
Sammy's dad finds the nail.	Sammy and his dad _____

**3 Read each STAAR test question below. Write "plot" if it is asking about an event in the story. Write "character" if it is asking about a character's actions.**

1. When Sammy shows his father the tire, Sammy's father most likely feels — \_\_\_\_\_

2. Paragraph 4 is important to the plot because — \_\_\_\_\_

6 Grade 4 Reading Zingers Answering the Most Common STAAR Test Items

**Practice A**

**Read the selection.**

1 The little boy was sure his grumbling stomach could be heard five miles. He walked into the center square and placed a large pot on the ground. Then he started a fire and added water to the pot.

2 People began to gather and ask him what he was doing.

3 "I'm making soup!" he said. "Anyone who adds something to the pot can have a bowl." Then the boy took a large spoonful of warm water from the pot and slurped it. "Delicious!" he exclaimed.

4 Curious, many other people wanted to taste the soup as well. They brought carrots, celery, potatoes, and salt and added them to the pot. Before long, the pot was filled with delicious soup.

5 The boy ate until his stomach was full, and all of his new friends enjoyed a bowl of special soup as well.

**Short selection with focused practice**

12 Paragraph 7 is important because it shows that the fox is —

F annoyed by the squirrel's response  
G uncertain about his own ability  
H awed by the size of the pond  
J confident he will beat the rabbit

**STAAR Think!** Carmine chose answer F for question 12. Explain in one or two sentences why he is correct or incorrect.

\_\_\_\_\_

\_\_\_\_\_

**Reflect** Circle the best answer to each question.

13. Which question asks about character? 11 | 12

14. Which question asks about plot? 11 | 12

6 Grade 4 Reading Zingers Answering the Most Common STAAR Test Items

## Mixed Practice

Practice two Zinger skills using **longer selections** and **mixed question types**.

**ZINGERS 1–2 Mixed Practice** (Part 2)

**checklist**

**STAAR TIPS!** Read the questions first. Take notes in the selection. Look up words you don't know.

**Read the selection and choose the best answer to each question.**

**A Day at the Zoo**

1 "This is not how I wanted to spend my vacation before high school starts again," Santiago thought to himself. He and his family walked around the zoo. His younger sister excitedly ran ahead, swinging her little white purse beside her.

2 Santiago walked slowly behind his family. He looked at his phone to see what his friends were doing. His friend Asher had posted a picture of his family at a water park. "Now that looks like fun," Santiago thought.

3 He caught up to his family at the rhinoceros pit. The huge rhinos were sleeping in the mud. "Oh, boy! Big deal," Santiago thought. "They aren't doing anything very exciting."

He had barely finished his thought when his little sister started crying and pointing. At that moment, Santiago spotted her white purse in the pit.

4 His mother calmed his little sister. Within minutes, his dad had alerted a zoo worker. The worker arrived at the pit with a huge, long-handled hook. He was careful not to disturb the sleeping rhinos as he used the hook to scoop the now-muddy white purse out of the pit.

5 Santiago took a few pictures with his phone and posted them to social media. His friends began to comment in return. Several friends were impressed by the worker's skill at using the hook so near the sleeping rhinos.

6 Santiago took more photos of the worker's hook. As he did, he saw one of the rhinos stand up and shake the mud off its hide. Santiago took a short video of the rhino tossing its head with its enormous, dangerous horn. Posting the video caused most of his friends to comment "WOW!"

7 "I guess the zoo isn't such a bad place," Santiago thought. "Maybe a zoo can be just as much fun as a water park!"

8 \_\_\_\_\_

**Longer selections**

Mixed Practice: Part 2 Zingers 1–2 15

5 Which sentence best shows how Santiago feels about the zoo at the beginning of the story? (4.8B)

A He looked at his phone to see what his friends were doing. (paragraph 2)

B His friend Asher had posted a picture of his family at a water park. (paragraph 2)

C He had barely finished his thought when his little sister started crying and pointing. (paragraph 4)

D At that moment, Santiago spotted her white purse in the pit. (paragraph 4)

6 Paragraph 4 is important to the story because — (4.8C)

F Santiago rescues his sister  
G Santiago's sister has an accident  
H Santiago becomes interested in a zoo event  
J Santiago's sister has to be calmed down

**STAAR Tip** Santiago thinks the zoo will be boring. What changes for him in paragraph 4?

7 In paragraph 7, Santiago's friends write "WOW!" on social media most likely because they — (4.6F)

A think that Santiago's video of a rhino is exciting  
B want to see more of the long-handled hook  
C will ask their parents to take them to the zoo  
D are glad the zoo workers can help with accidents

8 What is the most likely reason that Santiago changes his mind about his visit to the zoo? (4.6)

F He wants his sister to enjoy the rest of the day at the zoo.  
G He believes his parents will take them to a water park next.  
H He becomes interested in taking pictures of animals in action.  
J He decides that he will not go on another boring family vacation.

**TEKS designation**

**Test tips**

**Authentic STAAR test questions**

16 Grade 4 Reading Zingers Answering the Most Common STAAR Test Items

# RLA Companion Workbooks for *Sirius Online*

## Blended Learning with *Sirius Online*

*Sirius Online* RLA workbooks are based on and align closely with *Sirius Online* eCourses. Because both formats have the same content in the same sequence, teachers can be easily move between formats to **adapt instruction** for diverse student needs.

## *Sirius Online* Reports Help Focus Interventions

Identifying students' learning gaps is challenging, especially in **how** the TEKS are assessed in STAAR. Because *Sirius Online* closely matches STAAR tests, teachers can use *Sirius Online* data and reports to **efficiently target student needs**.



RLA eCourses include both on- and below-grade level **Reading Skills** with scaffolded instruction and practice in the **most commonly tested TEKS**.

## *Sirius Online* Mimics STAAR® Redesign

*Sirius Online* includes 25%+ **new question types** in all **20 STAAR** courses. And all RLA courses include Writing which makes up 50% of the new RLA STAAR tests.

*Sirius Online* includes the same **tools** and **features** as the STAAR online platform. Students benefit from online practice in a similar platform, so students will **perform confidently** on test day, with no surprises! \*

The screenshot displays the Sirius Online interface. On the left, a reading passage titled "from The Open Boat" is shown. A yellow callout box labeled "Same Tools and Features" points to the top navigation bar. Another yellow callout box labeled "Guideline" points to a highlighted section of the text. A third yellow callout box labeled "Highlights" points to a highlighted sentence in the text. On the right, a multiple-choice question is displayed. A yellow callout box labeled "Scaffolded Instruction" points to a "Watch Out" warning box that says "Avoid choosing an answer that expresses an opinion rather than a straightforward fact about the correspondent." Below the question, a "Sorry, that's not correct" message is visible, indicating that the selected answer is incorrect.

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