### STAAR Strand 1 – Oral Language Skills

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<tr>
<th>TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations</th>
<th>Essence of TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations</th>
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</thead>
</table>
| **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:**  
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;  
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;  
(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and  
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text. | **Essence Statement**  
Uses a variety of strategies to demonstrate understanding of new vocabulary words. |

### STAAR Strand 1  
**Prerequisite Skills/Links to TEKS Vertical Alignment**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- use print or digital resources to determine meaning and pronunciation of unknown words (2)
- use context within and beyond a sentence to determine the meaning of unfamiliar words (2)
- identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; (2)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2)
- use a resource such as a picture dictionary or digital resource to find words (1)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1)
- identify the meaning of words with the affixes -s, -ed, and -ing (1)
- identify and use words that name actions, directions, positions, sequences, categories, and locations (1)
- use a resource such as a picture dictionary or digital resource to find words (K)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (K)
- identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations (K)
### STAAR Strand 2 – Comprehension Skills

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| **Comprehension Skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:  
(E) make connections to personal experiences, ideas in other texts, and society;  
(F) make inferences and use evidence to support understanding;  
(G) evaluate details read to determine key ideas  
(H) synthesize information to create new understanding; and  
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | **Essence Statement**  
Uses a variety of strategies to demonstrate comprehension of informational and literary text. |

### STAAR Strand 2 Prerequisite Skills/Links to TEKS Vertical Alignment

| Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:  
• make connections to personal experiences, ideas in other texts, and society (2)  
• make inferences and use evidence to support understanding (2)  
• evaluate details read to determine key ideas (2)  
• synthesize information to create new understanding (2)  
• make connections to personal experiences, ideas in other texts, and society with adult assistance (1)  
• make inferences and use evidence to support understanding with adult assistance (1)  
• evaluate details to determine what is most important with adult assistance (1)  
• synthesize information to create new understanding with adult assistance (1)  
• make inferences and use evidence to support understanding with adult assistance (K)  
• evaluate details to determine what is most important with adult assistance (K)  
• synthesize information to create new understanding with adult assistance (K)  
• make connections to personal experiences, ideas in other texts, and society with adult assistance (K) |

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<tr>
<th>STAAR Strand 3 – Response Skills</th>
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<td>Response Skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</td>
<td>(C) use text evidence to support an appropriate response; and (D) retell and paraphrase texts in ways that maintain meaning and logical order.</td>
<td>Essence Statement Responds to a variety of text in meaningful ways.</td>
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### STAAR Strand 3

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<td>Response Skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</td>
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<tr>
<td>• use text evidence to support an appropriate response (2)</td>
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<tr>
<td>• retell and paraphrase texts in ways that maintain meaning and logical order (2)</td>
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<tr>
<td>• use text evidence to support an appropriate response (1)</td>
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<tr>
<td>• retell texts in ways that maintain meaning (1)</td>
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<tr>
<td>• use text evidence to support an appropriate response (K)</td>
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<td>• retell texts in ways that maintain meaning (K)</td>
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### STAAR Strand 4 – Literary Elements & genres

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| **Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:  
  (A) infer the theme of a work, distinguishing theme from topic;  
  (B) explain the relationships among the major and minor characters;  
  (C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and  
  (D) explain the influence of the setting on the plot. | **Essence Statement**  
Uses a variety of strategies to demonstrate an understanding of literary text. |
| **Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts—genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:  
  (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;  
  (C) discuss elements of drama such as characters, dialogue, setting, and acts;  
  (D) recognize characteristics and structures of informational text, including:  
    (i) the central idea with supporting evidence; and  
    (iii) organizational patterns such as cause and effect and problem and solution. | **Essence Statement**  
Demonstrates an understanding of the structure and elements of multiple literary genres including fiction, poetry, and drama. |

### STAAR Strand 4  
**Prerequisite Skills/Links to TEKS Vertical Alignment**

Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
### STAAR Strand 4

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<tr>
<td>• discuss topics and determine theme using text evidence with adult assistance (2)</td>
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<td>• describe the main character’s (characters’) internal and external traits (2)</td>
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<tr>
<td>• describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (2)</td>
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<tr>
<td>• describe the importance of the setting (2)</td>
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<tr>
<td>• discuss topics and determine theme using text evidence with adult assistance (1)</td>
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<tr>
<td>• describe the main character(s) and the reason(s) for their actions (1)</td>
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<tr>
<td>• describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)</td>
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<tr>
<td>• describe the setting (1)</td>
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<tr>
<td>• discuss topics and determine the basic theme using text evidence with adult assistance (K)</td>
</tr>
<tr>
<td>• identify and describe the main character(s) (K)</td>
</tr>
<tr>
<td>• describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (K)</td>
</tr>
<tr>
<td>• describe the setting (K)</td>
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Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts–genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

| • explain visual patterns and structures in a variety of poems (2) |
| • discuss elements of drama such as characters, dialogue, and setting (2) |
| • recognize characteristics and structures of informational text, including: |
|   (i) the central idea and supporting evidence with adult assistance (2) |
|   (ii) features and graphics to locate and gain information |
|   (iii) organizational patterns such as chronological order and cause and effect stated explicitly (2) |
| • discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1) |
| • discuss elements of drama such as characters and setting (1) |
| • recognize characteristics and structures of informational text, including: |
|   (i) the central idea and supporting evidence with adult assistance (1) |
|   (ii) features and simple graphics to locate or gain information (1) |
|   (iii) organizational patterns such as chronological order and description with adult assistance (1) |
| • discuss rhyme and rhythm in nursery rhymes and a variety of poems (K) |
| • discuss main characters in drama (K) |

Continued
### STAAR Strand 4: Prerequisite Skills/Links to TEKS Vertical Alignment

- recognize characteristics and structures of informational text, including:
  1. the central idea and supporting evidence with adult assistance (K)
  2. title and simple graphics to gain information (K)
  3. the steps in a sequence with adult assistance (K)
### STAAR Strand 5 – Author’s Purpose and Craft

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| **Author’s Purpose and Craft**: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:  
(A) explain the author’s purpose and message within a text;  
(C) analyze the author’s use of print and graphic features to achieve specific purposes;  
(D) describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; and  
(E) identify the use of literary devices, including first- or third-person point of view. | **Essence Statement**  
Demonstrates an understanding of the author’s use of language and organizational patterns in a variety of texts. |

### STAAR Strand 5 \ Prerequisite Skills/Links to TEKS Vertical Alignment

- **Author’s Purpose and Craft**: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:
  - discuss the author’s purpose for writing text (2)
  - discuss the author’s purpose for writing text (1)
  - listen to and experience first-and third-person texts (1)
  - discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes (1)
  - discuss how the author uses words that help the reader visualize (1)
  - listen to and experience first-and third-person texts (K)
  - discuss with adult assistance the author’s purpose for writing text (K)
  - discuss with adult assistance how the use of text structure contributes to the author’s purpose (K)
  - discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes (K)
  - discuss with adult assistance how the author uses words that help the reader visualize (K)
### STAAR Strand 6 – Composition - Writing process & genres

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| **Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:  
(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; and  
(D) edit drafts using standard English conventions, including:  
(i) complete simple and compound sentences with subject-verb agreement;  
(ii) past, present, and future verb tense;  
(iii) singular, plural, common, and proper nouns;  
(iv) adjectives, including their comparative and superlative forms;  
(v) adverbs that convey time and adverbs that convey manner;  
(vi) prepositions and prepositional phrases;  
(vii) pronouns, including subjective, objective, and possessive cases;  
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;  
(ix) capitalization of official titles of people, holidays, and geographical names and places; and  
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series. | **Essence Statement**  
Revises and edits text to clarify and improve meaning. |

### STAAR Strand 6  
**Prerequisite Skills/Links to TEKS Vertical Alignment**

Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:  
• revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)
## STAAR Strand 6

**Prerequisite Skills/Links to TEKS Vertical Alignment**

- edit drafts using standard English conventions, including:
  - (i) complete sentences with subject-verb agreement (2)
  - (ii) past, present, and future verb tense (2)
  - (iii) singular, plural, common, and proper nouns (2)
  - (iv) adjectives, including articles (2)
  - (v) adverbs that convey time and adverbs that convey place (2)
  - (vi) prepositions and prepositional phrases (2)
  - (vii) pronouns, including subjective, objective, and possessive cases (2)
  - (viii) coordinating conjunctions to form compound subjects and predicates (2)
  - (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter (2)
  - (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates (2)

- revise drafts by adding details in pictures or words (1)

- edit drafts using standard English conventions, including:
  - (i) complete sentences with subject-verb agreement (1)
  - (ii) past and present verb tense (1)
  - (iii) singular, plural, common, and proper nouns (1)
  - (iv) adjectives, including articles (1)
  - (v) adverbs that convey time (1)
  - (vi) prepositions (1)
  - (vii) pronouns, including subjective, objective, and possessive cases (1)
  - (viii) capitalization for the beginning of sentences and the pronoun “I” (1)
  - (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)

- revise drafts by adding details in pictures or words (K)

- edit drafts with adult assistance using standard English conventions, including:
  - (i) complete sentences (K)
  - (ii) verbs (K)
  - (iii) singular and plural nouns (K)
  - (iv) adjectives, including articles (K)
  - (v) prepositions (K)
  - (vi) pronouns, including subjective, objective, and possessive cases (K)
  - (vii) capitalization of the first letter in a sentence and name (K)
  - (viii) punctuation marks at the end of declarative sentences (K)