2022 Grade 5 Reading Assessment

Eligible Texas Essential Knowledge and Skills
STAAR Grade 5
Reading

Genres Assessed in Reading:

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<th>Literary</th>
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<td>• Fiction</td>
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Reporting Category 1:
Understanding and Analysis Across Genres
The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

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

(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **Supporting Standard**

(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; **Readiness Standard**

(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; **Supporting Standard**

(D) identify, use, and explain the meaning of adages and puns. **Supporting Standard**
(6) **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; *Readiness Standard*
Reporting Category: 2
Understanding and Analysis of Literary Texts
The student will demonstrate an ability to understand and analyze literary texts.

(6) **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:

(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**

(F) make inferences and use evidence to support understanding; **Readiness Standard**

(G) evaluate details read to determine key ideas; **Readiness Standard**

(H) synthesize information to create new understanding; **Readiness Standard**

(7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(C) use text evidence to support an appropriate response; **Readiness Standard**

(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **Readiness Standard**

(8) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) infer multiple themes within a text using text evidence; **Supporting Standard**

(B) analyze the relationships of and conflicts among the characters; **Readiness Standard**
(C) analyze plot elements, including rising action, climax, falling action, and resolution; \textit{Readiness Standard}

(D) analyze the influence of the setting, including historical and cultural settings, on the plot. \textit{Supporting Standard}

(9) \textbf{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:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; \textit{Supporting Standard}

(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms; \textit{Supporting Standard}

(C) explain structure in drama such as character tags, acts, scenes, and stage directions; \textit{Supporting Standard}

(10) \textbf{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; \textit{Readiness Standard}

(B) analyze how the use of text structure contributes to the author's purpose; \textit{Supporting Standard}

(C) analyze the author's use of print and graphic features to achieve specific purposes; \textit{Supporting Standard}

(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; \textit{Supporting Standard}

(E) identify and understand the use of literary devices, including first- or third-person point of view; \textit{Supporting Standard}
(F) examine how the author's use of language contributes to voice; Supporting Standard

(G) explain the purpose of hyperbole, stereotyping, and anecdote. Supporting Standard
Reporting Category: 3
Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

(6) **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:

(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**

(F) make inferences and use evidence to support understanding; **Readiness Standard**

(G) evaluate details read to determine key ideas; **Readiness Standard**

(H) synthesize information to create new understanding; **Readiness Standard**

(7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(C) use text evidence to support an appropriate response; **Readiness Standard**

(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **Readiness Standard**

(9) **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:

(D) recognize characteristics and structures of informational text, including:

(i) the central idea with supporting evidence; **Readiness Standard**
(ii) features such as insets, timelines, and sidebars to support understanding; and

Supporting Standard

(iii) organizational patterns such as logical order and order of importance;  

Supporting Standard

(E) recognize characteristics and structures of argumentative text by:

(i) identifying the claim;  

Readiness Standard

(ii) explaining how the author has used facts for or against an argument; and  

Readiness Standard

(iii) identifying the intended audience or reader;  

Supporting Standard

(10) 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;  

Readiness Standard

(B) analyze how the use of text structure contributes to the author's purpose;  

Supporting Standard

(C) analyze the author's use of print and graphic features to achieve specific purposes;  

Supporting Standard

(F) examine how the author's use of language contributes to voice;  

Supporting Standard

(G) explain the purpose of hyperbole, stereotyping, and anecdote.  

Supporting Standard