



# **Grade 5 Reading Assessment**

## **Eligible Texas Essential Knowledge and Skills**

# STAAR Grade 5 Reading Assessment

## Genres Assessed:

### Literary

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Supporting)
- Media Literacy (Embedded)

### Informational

- Expository (Readiness)
- Persuasive (Supporting)
- Procedural (Embedded)
- Media Literacy (Embedded)

## 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.

- (2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;  
**Readiness Standard**
  - (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;  
**Readiness Standard**
  - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. **Readiness Standard**
- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) compare and contrast the themes or moral lessons of several works of fiction from various cultures. **Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

- (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.  
**Readiness Standard**

## Reporting Category 2: Understanding and Analysis of Literary Texts

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

- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (B) describe the phenomena explained in origin myths from various cultures; **Supporting Standard**
  - (C) explain the effect of a historical event or movement on the theme of a work of literature. **Supporting Standard**
- (4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
- (A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. **Supporting Standard**
- (5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. **Supporting Standard**
- (6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
- (A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; **Readiness Standard**
  - (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; **Readiness Standard**
  - (C) explain different forms of third-person points of view in stories. **Supporting Standard**

- (7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to
- (A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life. **Supporting Standard**
- (8) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to
- (A) evaluate the impact of sensory details, imagery, and figurative language in literary text. **Readiness Standard**
- (14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to
- (C) identify the point of view of media presentations.  
**Supporting Standard**
- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to
- (D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)
- (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

### **Reporting Category 3: Understanding and Analysis of Informational Texts**

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

- (10) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.  
**Supporting Standard**
- (11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; **Readiness Standard**
  - (B) determine the facts in text and verify them through established methods; **Supporting Standard**
  - (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; **Readiness Standard**
  - (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; **Readiness Standard**
  - (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.  
**Readiness Standard**
- (12) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to
- (A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; **Supporting Standard**
  - (B) recognize exaggerated, contradictory, or misleading statements in text. **Supporting Standard**

(13) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to

(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; **Supporting Standard**

(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.  
**Supporting Standard**

(14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to

(C) identify the point of view of media presentations.  
**Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)

(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)