

# STAAR Alternate 2 Spring 2021

## Grade 5 Reading Essence Statements

STAAR Reporting Category 1	STAAR Reporting Category 2	STAAR Reporting Category 3
<p><b>Understanding and Analysis Across Genres:</b> The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.</p>	<p><b>Understanding and Analysis of Literary Texts:</b> The student will demonstrate an ability to understand and analyze literary texts.</p>	<p><b>Understanding and Analysis of Informational Texts:</b> The student will demonstrate an ability to understand and analyze informational texts.</p>
<p><b>Knowledge and Skills Statement</b>  <b>(5.2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. (Readiness Standard)  <b>Essence Statement</b>            Identifies new vocabulary words using a variety of strategies</p>	<p><b>Knowledge and Skills Statement</b>  <b>(5.3) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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. (Supporting standard)  <b>Essence Statement</b>            Identifies themes in literary texts.</p> <p><b>Knowledge and Skills Statement</b>  <b>(5.6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (Readiness and Supporting)  <b>Essence Statement</b>            Identifies plot and character interaction in literary texts.</p> <p><b>Knowledge and Skills Statement</b>  <b>(5.7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> 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. (Supporting)  <b>Essence Statement</b>            Identifies features of literary nonfiction.</p>	<p><b>Knowledge and Skills Statement</b>  <b>(5.11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. (Readiness and Supporting)  <b>Essence Statement</b>            Identifies the main idea and supporting details in informational texts.</p> <p><b>Knowledge and Skills Statement</b>  <b>(5.12) Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. (Supporting Standard)  <b>Essence Statement</b>            Recognizes persuasive language in texts.</p> <p><b>Knowledge and Skills Statement</b>  <b>(5.13) Reading/Comprehension of Informational Text/Procedural.</b> Students understand how to glean and use information in procedural texts and documents. (Supporting Standard)  <b>Essence Statement</b>            Recognizes sequence and uses factual information from graphic features in procedural texts.</p>

In preparation for the new Reading Language Arts assessment to be administered starting in Spring 2022, clusters from the following English Language Arts and Reading TEKS (adopted 2017) and Essence Statements may appear in field test positions of some test forms.

STAAR Strand 1	STAAR Strand 2	STAAR Strand 3	STAAR Strand 4	STAAR Strand 5	STAAR Strand 6
Oral Language Skills	Comprehension Skills	Response Skills	Literary Elements & genres	Author's purpose and author's craft	Composition - Writing process & genres
<p><b>Knowledge and Skills Statement</b>            Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</p> <p><b>Essence Statement</b>            Uses a variety of strategies to demonstrate understanding of new vocabulary words.</p>	<p><b>Knowledge and Skills Statement</b>            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.</p> <p><b>Essence Statement</b>            Uses a variety of strategies to demonstrate comprehension of informational and literary text.</p>	<p><b>Knowledge and Skills Statement</b>            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.</p> <p><b>Essence Statement</b>            Responds to a variety of text in meaningful ways.</p>	<p><b>Knowledge and Skills Statements</b>            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.</p> <p><b>Essence Statement</b>            Uses a variety of strategies to demonstrate an understanding of literary text.</p> <p><b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts</p> <p><b>Essence Statement</b>            Demonstrates an understanding of the structure and elements of multiple literary genres including fiction, poetry, and drama.</p>	<p><b>Knowledge and Skills Statement</b>            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.</p> <p><b>Essence Statement</b>            Demonstrates an understanding of the author's use of language and organizational patterns in a variety of texts.</p>	<p><b>Knowledge and Skills Statement</b>            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.</p> <p><b>Essence Statement</b>            Revises and edits text to clarify and improve meaning.</p>