Grade 5
Reading
Language Arts Assessment

Eligible Texas Essential Knowledge and Skills
STAAR Grade 5
English Language Arts and Reading

Genres Assessed in Reading:
- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

Reporting Category 1:
Reading
The student will understand and analyze a variety of texts from various 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:

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures; Supporting Standard
(E) make connections to personal experiences, ideas in other texts, and society; **Readiness 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; **Readiness Standard**

(D) analyze the influence of the setting, including historical and cultural settings, on the plot. **Supporting 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:
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; 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; Supporting Standard

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

(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**

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

(E) identify and understand the use of literary devices, including first- or third-person point of view; **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**
Genres Assessed in Revising and Editing:

- Fiction
- Literary Nonfiction
- Correspondence
- Expository/Informational
- Argumentative
- Persuasive

**Reporting Category 2:**

**Writing**

**Revising and Editing**

The student will revise and edit a variety of texts from various genres.

(2) Developing and sustaining foundational language skills: 

**listening, speaking, reading, writing, and thinking**—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(B) demonstrate and apply spelling knowledge by:

(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **Readiness Standard**

(ii) spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician; **Readiness Standard**

(iii) spelling multisyllabic words with multiple sound-spelling patterns; **Supporting Standard**

(iv) spelling words using advanced knowledge of syllable division patterns; **Supporting Standard**

(v) spelling words using knowledge of prefixes; and **Supporting Standard**

(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **Readiness Standard**
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:

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts and details;

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D) edit drafts using standard English conventions, including:

(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

(ii) past tense of irregular verbs;

(iii) collective nouns;

(iv) adjectives, including their comparative and superlative forms;

(v) conjunctive adverbs;

(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;

(vii) pronouns, including indefinite;

(viii) subordinating conjunctions to form complex sentences;

(ix) capitalization of abbreviations, initials, acronyms, and organizations;
(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; **Supporting Standard**

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **Readiness Standard**

**Written Essay**

The student will compose a variety of written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

(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:

(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **Readiness Standard**

(12) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **Readiness Standard**

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; **Readiness Standard**