



Grade 6 Reading Language Arts Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 6

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.

- (2) **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 the meaning, syllabication, pronunciation, word origin, and part of speech; **Supporting Standard**
 - (B) use context such as definition, analogy, and examples to clarify the meaning of words; **Readiness Standard**
 - (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus. **Supporting Standard**
- (5) **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**
- (6) **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) paraphrase and summarize texts in ways that maintain meaning and logical order; **Readiness Standard**
- (7) **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 and across texts using text evidence; **Supporting Standard**
 - (B) analyze how the characters' internal and external responses develop the plot; **Readiness Standard**
 - (C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; **Readiness Standard**
 - (D) analyze how the setting, including historical and cultural settings, influences character and plot development. **Supporting Standard**
- (8) **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 literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths; **Supporting Standard**
 - (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms; **Supporting Standard**
 - (C) analyze how playwrights develop characters through dialogue and staging; **Supporting Standard**
 - (D) analyze characteristics and structural elements of informational text, including:
 - (i) the controlling idea or thesis with supporting evidence; **Readiness Standard**
 - (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; **Supporting Standard**
 - (iii) organizational patterns such as definition, classification, advantage, and disadvantage; **Supporting Standard**
 - (E) analyze characteristics and structures of argumentative text by:
 - (i) identifying the claim; **Readiness Standard**
 - (ii) explaining how the author uses various types of evidence to support the argument; **Readiness Standard**
 - (iii) identifying the intended audience or reader; **Supporting Standard**
- (9) **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 figurative language such as metaphor and personification achieves specific purposes; **Supporting Standard**
- (E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose; **Supporting Standard**
- (F) analyze how the author's use of language contributes to mood and voice; **Supporting Standard**
- (G) explain the differences between rhetorical devices and logical fallacies. **Supporting Standard**

Genres Assessed in Revising and Editing:

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

Reporting Category 2: Writing Revising and Editing

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

- (10) **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, coherence within and across paragraphs, and a conclusion; **Readiness Standard**
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **Readiness Standard**
 - (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; **Readiness Standard**
 - (D) edit drafts using standard English conventions, including: **Supporting Standard**
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **Readiness Standard**
 - (ii) consistent, appropriate use of verb tenses; **Readiness Standard**
 - (iii) conjunctive adverbs; **Supporting Standard**
 - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; **Supporting Standard**

- (v) pronouns, including relative; **Supporting Standard**
- (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; **Supporting Standard**
- (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; **Supporting Standard**
- (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; **Supporting Standard**
- (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; **Readiness Standard**

Extended Constructed Response

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.

- (6) **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 sources within and across genres; **Readiness Standard**
- (11) **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 multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; **Readiness Standard**
 - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; **Readiness Standard**

- (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. ***Supporting Standard***