



2022 Grade 6 Reading Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 6

Reading

Genres Assessed in Reading:

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

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) **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:
- (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.

- (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, 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**
- (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***

- (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***

Reporting Category: 3

Understanding and Analysis of Informational Texts

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

- (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:
- (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**
- (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:
- (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**
 - (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**