



Grade 5 Reading Assessment

2019-2020 and 2020-2021

**Eligible Texas Essential
Knowledge and Skills**

STAAR Grade 5 Reading Assessment

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.

2017 Student Expectation	2009 Student Expectation
<p>(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:</p> <p>(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo;</p>	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard</p>
<p>Notes: The above standards align because both require students to identify the meaning of words based on their affixes or roots.</p>	
<p>(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:</p> <p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p>(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; Readiness Standard</p>
<p>Notes: The above standards both require students to determine the meaning of unfamiliar or multi-meaning words using context.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

<p>(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:</p> <p>(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;</p>	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p>(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.</p> <p>Readiness Standard</p>
<p>Notes: The above standards are aligned because both require students to use a resource such as a dictionary to determine the meaning of words.</p>	
<p>(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:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>(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</p> <p>(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures.</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because they require students to make connections across multiple texts by comparing and contrasting their themes.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

<p>(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:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>(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</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p> <p><i>Readiness Standard</i></p>
<p>Notes: The above standards are aligned because both focus on making connections across multiple texts.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Reporting Category 2: Understanding and Analysis of Literary Texts

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

2017 Student Expectation	2009 Student Expectation
<p>(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:</p> <p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;</p>	<p>(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</p> <p>(B) describe the phenomena explained in origin myths from various cultures;</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because they focus on the distinguishing characteristics of children's literature, including myths.</p>	
<p>(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:</p> <p>(A) infer multiple themes within a text using text evidence;</p> <p>(D) analyze the influence of the setting, including historical and cultural settings, on the plot.</p>	<p>(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</p> <p>(C) explain the effect of a historical event or movement on the theme of a work of literature.</p> <p>Supporting Standard</p>
<p>Notes: The above standards both focus on the influence of the setting on the theme of a literary text.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p>(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:</p> <p>(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;</p>	<p>(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</p> <p>(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because both require students to analyze the use of sound devices in different types of poems.</p>	
<p>(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:</p> <p>(C) explain structure in drama such as character tags, acts, scenes, and stage directions;</p>	<p>(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.</p> <p>Supporting Standard</p>
<p>Notes: The above standards both focus on the structural elements of drama.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

<p>(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:</p> <p>(C) analyze plot elements, including rising action, climax, falling action, and resolution;</p>	<p>(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</p> <p>(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>Readiness Standard</p>
<p>Notes: The above standards both focus on the plot elements in a literary work.</p>	
<p>(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:</p> <p>(B) analyze the relationships of and conflicts among the characters;</p>	<p>(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</p> <p>(B) explain the roles and functions of characters in various plots, including their relationships and conflicts;</p> <p>Readiness Standard</p>
<p>Notes: The above standards align due to their focus on the relationships and conflicts among the characters in literary texts.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

<p>(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:</p> <p>(E) identify and understand the use of literary devices, including first- or third-person point of view;</p>	<p>(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</p> <p>(C) explain different forms of third-person points of view in stories. Supporting Standard</p>
<p>Notes: The above standards align because they require students to understand the point of view used by the author of a piece of literature, including the use of first- and third-person point of view. Explaining different forms of third-person point of view will not be assessed during the bridge years in this grade level.</p>	
<p>None</p>	<p>(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</p> <p>(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</p>
<p>Notes: No alignment to this SE has been identified.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

<p>(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:</p> <p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;</p>	<p>(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</p> <p>(A) evaluate the impact of sensory details, imagery, and figurative language in literary text.</p> <p>Readiness Standard</p>
<p>Notes: The above standards align due to their focus on the impact of the purposeful use of imagery and figurative language in different types of literary text.</p>	
<p>None</p>	<p>(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</p> <p>(C) identify the point of view of media presentations;</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

<p>(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:</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(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:</p> <p>(C) use text evidence to support an appropriate response;</p>	<p>(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</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama)</p>
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Notes: The above standards align because they require students to make inferences about literary texts and/or use text evidence to support understanding.

<p>(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:</p> <p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p>(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</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts;</p> <p>Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama)</p>
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Notes: The above standards both require students to paraphrase or summarize literary texts in ways that maintain meaning and logical order.

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Reporting Category 3: Understanding and Analysis of Informational Texts

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

2017 Student Expectation	2009 Student Expectation
<p>(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:</p> <p>(A) explain the author's purpose and message within a text;</p>	<p>(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</p> <p>(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p> <p>Supporting Standard</p>
<p>Notes: The above standards both focus on the author's purpose for writing an informational text.</p>	
<p>(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:</p> <p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>(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:</p>	<p>(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</p> <p>(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p> <p>Readiness Standard</p>

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea with supporting evidence;</p>	
<p>Notes: 2017 SE 7.D and 2009 SE 11.A are aligned because both require the student to summarize informational texts in ways that maintain meaning and logical order.</p> <p>2017 SE 9.D.i and 2009 SE 11.A align because both require students to recognize a central idea, or main idea, and the details that support it. Items focusing on minor details unrelated to a central idea, or main idea, will not be eligible for assessment.</p>	
<p>None</p>	<p>(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</p> <p>(B) determine the facts in text and verify them through established methods;</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	
<p>(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:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(iii) organizational patterns such as logical order and order of importance;</p>	<p>(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</p> <p>(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;</p> <p>Readiness Standard</p>

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p>Notes: The above standards align because both require students to recognize the organizational patterns of informational texts. Although some of the examples provided in these SEs are different, the underlying skill is the same.</p>	
<p>(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:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(ii) features such as insets, timelines, and sidebars to support understanding;</p>	<p>(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</p> <p>(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information;</p> <p>Readiness Standard</p>
<p>Notes: The above standards both require students to recognize text features of informational texts. Although the examples provided in these SEs are different, the underlying skill is the same.</p>	
<p>(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:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>(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</p> <p>(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p> <p>Readiness Standard</p>
<p>Notes: The above standards align because they require students to synthesize and make connections within or across texts.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
None	<p>(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</p> <p>(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument;</p> <p>Supporting Standard</p>
Notes: No alignment to this SE has been identified.	
None	<p>(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</p> <p>(B) recognize exaggerated, contradictory, or misleading statements in text.</p> <p>Supporting Standard</p>
Notes: No alignment to this SE has been identified.	
None	<p>(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</p> <p>(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures;</p> <p>Supporting Standard</p>
Notes: No alignment to this SE has been identified.	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p>(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:</p> <p>(C) analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p>(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</p> <p>(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because both focus on factual or quantitative information that is presented graphically.</p>	
<p>None</p>	<p>(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</p> <p>(C) identify the point of view of media presentations;</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

<p>(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:</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(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:</p> <p>(C) use text evidence to support an appropriate response;</p>	<p>(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</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>Readiness Standard (Expository) / Supporting Standard (Persuasive)</p>
<p>Notes: The above standards align because they require students to make inferences about informational texts and/or use text evidence to support understanding.</p>	
<p>(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:</p> <p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p>(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</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts;</p> <p>Readiness Standard (Expository) / Supporting Standard (Persuasive)</p>
<p>Notes: The above standards are aligned because both require students to paraphrase or summarize informational texts in ways that maintain meaning and logical order.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.