



Grade 6 Reading Assessment

2019-2020 and 2020-2021

**Eligible Texas Essential
Knowledge and Skills**

STAAR Grade 6 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>(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:</p> <p>(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.</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.</p> <p>Readiness Standard</p>
<p>Notes: The above standards align because both require students to identify the meaning of words based on their Latin or Greek root.</p>	
<p>(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:</p> <p>(B) use context such as definition, analogy, and examples to clarify the meaning of 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., cause and effect or compare and contrast organizational text structures) 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 an unfamiliar word using context. Although the examples provided in these SEs are different, the underlying skill is the same.</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>(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:</p> <p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</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, syllabication, pronunciation, and parts of speech of words.</p>	
<p>(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:</p> <p>(D) analyze how the setting, including historical and cultural settings, influences character and plot development.</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) compare and contrast the historical and cultural settings of two literary works.</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because both focus on the setting, including historical and cultural settings, of a text.</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 memoirs and personal narratives and compare their characteristics with those of an autobiography.</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>(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:</p> <p>(A) explain the author's purpose and message within a text.</p>	<p>(9) 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) compare and contrast the stated or implied purposes of different authors writing on the same topic. Supporting Standard</p>
<p>Notes: The above standards both focus on the author's purpose in a text.</p>	
<p>(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:</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. Readiness Standard</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>(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:</p> <p>(A) infer multiple themes within and across texts using text evidence.</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) infer the implicit theme of a work of fiction, distinguishing theme from the topic.</p> <p>Supporting Standard</p>
<p>Notes: The above standards both focus on the theme of a literary text.</p>	
<p>(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:</p> <p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.</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) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures.</p> <p>Supporting Standard</p>
<p>Notes: The above standards are aligned because genre-specific characteristics and structures can include stylistic elements specific to a genre.</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) 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 figurative language such as metaphor and personification achieves specific purposes.</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) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.</p> <p>Supporting Standard</p>
<p>Notes: The above standards both focus on the use of figurative language. Although the examples provided in these SEs are different, the underlying skill is the same.</p>	
<p>(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:</p> <p>(C) analyze how playwrights develop characters through dialogue and staging.</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 align because both focus on the elements of drama, which include dialogue and staging.</p>	
<p>(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:</p> <p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.</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) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.</p> <p>Readiness Standard</p>
<p>Notes: The above standards both focus on plot elements in a literary work.</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>None</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) recognize dialect and conversational voice and explain how authors use dialect to convey character.</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	
<p>(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:</p> <p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</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) describe different forms of point-of-view, including first- and third- person.</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because both require students to identify different forms of point of view. Note that omniscient and limited point of view are not eligible for assessment during the transition years at this grade level.</p>	
<p>(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:</p> <p>(D) describe how the author's use of figurative language such as metaphor and personification 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) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.</p> <p>Readiness Standard</p>
<p>Notes: The above standards both focus on the use of figurative language. Although the examples provided in these SEs are different, the underlying skill is the same.</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) 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>(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) explain messages conveyed in various forms of media.</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because both focus on explaining the author's message.</p>	
<p>None</p>	<p>(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(B) recognize how various techniques influence viewers' emotions.</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.

2017 Student Expectation	2009 Student Expectation
<p>(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:</p> <p>(F) make inferences and use evidence to support understanding.</p> <p>(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:</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>
<p>Notes: The above standards align because they require students to either make inferences about literary texts and/or use textual evidence to support understanding.</p>	
<p>(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:</p> <p>(D) paraphrase and 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, paraphrase, and synthesize 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>
<p>Notes: The above standards both require students to paraphrase or summarize literary 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.

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>(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:</p> <p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>(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:</p> <p>(D) analyze characteristics and structural elements of informational text, including:</p> <p>(i) the controlling idea or thesis with supporting evidence.</p>	<p>(10) 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 text, demonstrating an understanding that a summary does not include opinions. Readiness Standard</p>
<p>Notes: 2017 SE 6.D and 2009 SE 10.A are aligned because both require students to summarize text.</p> <p>2017 SE 9.D.i and 2009 SE 13.A align because both require students to recognize a central idea, or main idea, of an informational text and the details that support it. Items focusing on minor details unrelated to a central idea, or main idea, are not eligible for assessment during the transition years.</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>None</p>	<p>(10) 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) explain whether facts included in an argument are used for or against an issue.</p> <p>Supporting Standard</p>
<p>Notes: No alignment to this SE has been identified.</p>	
<p>(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:</p> <p>(D) analyze characteristics and structural elements of informational text, including:</p> <p>(iii) organizational patterns such as definition, classification, advantage, and disadvantage.</p>	<p>(10) 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) explain how different organizational patterns (e.g., proposition-and- support, problem-and-solution) develop the main idea and the author's viewpoint.</p> <p>Readiness Standard</p>
<p>Notes: The above standards align because both require students to recognize the organizational patterns of informational texts. Although the examples provided in these SEs are different, the underlying skill is the same.</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>(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:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society.</p> <p>(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:</p> <p>(H) synthesize information to create new understanding.</p>	<p>(10) 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) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. Readiness Standard</p>
<p>Notes: The above standards align because they require students to either make connections within or across texts or synthesize information within a text to support understanding.</p>	
<p>None</p>	<p>(11) 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) identify simple faulty reasoning used in persuasive texts. 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.

2017 Student Expectation	2009 Student Expectation
<p>(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:</p> <p>(C) analyze the author's use of print and graphic features to achieve specific purposes.</p>	<p>(12) 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, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> <p>Supporting Standard</p>
<p>Notes: The above standards both require students to analyze or interpret graphic features found in texts.</p>	
<p>(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:</p> <p>(A) explain the author's purpose and message within a text.</p>	<p>(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) explain messages conveyed in various forms of media.</p> <p>Supporting Standard</p>
<p>Notes: The above standards align because both focus on the impact or purpose of the author's message in various texts or media.</p>	
<p>None</p>	<p>(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(B) recognize how various techniques influence viewers' emotions.</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.

2017 Student Expectation	2009 Student Expectation
<p>(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:</p> <p>(F) make inferences and use evidence to support understanding.</p> <p>(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:</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 either make inferences about informational texts and/or use textual evidence to support understanding.</p>	
<p>(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:</p> <p>(D) paraphrase and 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, paraphrase, and synthesize 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.