



STAAR Strand 1 – Oral Language Skills

Grade 6 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

Prerequisite Skills/Links to TEKS Vertical Alignment	
	<ul style="list-style-type: none">•

STAAR Strand 2 – Comprehension Skills

Grade 6 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

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;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas
- (H) synthesize information to create new understanding;
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- make connections to personal experiences, ideas in other texts, and society (5)
- make inferences and use evidence to support understanding (5)
- evaluate details read to determine key ideas (5)
- synthesize information to create new understanding (5)
- make connections to personal experiences, ideas in other texts, and society (4)
- make inferences and use evidence to support understanding (4)
- evaluate details read to determine key ideas (4)
- synthesize information to create new understanding (4)
- monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down (4)
- make connections to personal experiences, ideas in other texts, and society (3)
- make inferences and use evidence to support understanding (3)
- evaluate details read to determine key ideas (3)
- synthesize information to create new understanding (3)
- make connections to personal experiences, ideas in other texts, and society (2)
- make inferences and use evidence to support understanding (2)
- evaluate details read to determine key ideas (2)
- synthesize information to create new understanding (2)

Continued

STAAR Strand 3 – Response Skills	
Grade 6 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
<p>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; and (D) paraphrase and summarize texts in ways that maintain meaning and logical order.</p>	
Prerequisite Skills/Links to TEKS Vertical Alignment	
	<p>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> <ul style="list-style-type: none"> • use text evidence to support an appropriate response (5) • retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (5) • use text evidence to support an appropriate response (4) • retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (4) • use text evidence to support an appropriate response (3) • retell and paraphrase texts in ways that maintain meaning and logical order (3) • use text evidence to support an appropriate response (2) • retell and paraphrase texts in ways that maintain meaning and logical order (2) • use text evidence to support an appropriate response (1) • retell texts in ways that maintain meaning (1) • •

STAAR Strand 4 – Literary Elements and Genres

Grade 6 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

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;
- (B) analyze how the characters’ internal and external responses develop the plot;

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:

- (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
- (D) analyze characteristics and structural elements of informational text, including:
 - (i) the controlling idea or thesis with supporting evidence; and

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- infer multiple themes within a text using text evidence (5)
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- analyze plot elements, including rising action, climax, falling action, and resolution (5)
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- infer basic themes supported by text evidence (4)
- explain the interactions of the characters and the changes they undergo (4)
- analyze plot elements, including the rising action, climax, falling action, and resolution (4)
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- infer the theme of a work, distinguishing theme from topic (3)
- explain the relationships among the major and minor characters (3)

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Prerequisite Skills/Links to TEKS Vertical Alignment

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- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character's (characters') internal and external traits (2)
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- independently (2)
- describe the importance of the setting (2)
- discuss topics and determine theme using text evidence with adult assistance (1)
- describe the main character(s) and the reason(s) for their actions (1)
- describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)
- describe the setting (1)
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- describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult
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Continued

Prerequisite Skills/Links to TEKS Vertical Alignment

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-texts. The student is expected to:

- - of poetic forms (5)
- recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence (5)
 - (ii) features such as insets, timelines, and sidebars to support understanding (5)
 - (iii) organizational patterns such as logical order and order of importance (5)
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- recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence (4)
 - (ii) features such as pronunciation guides and diagrams to support understanding (4)
 - (iii) organizational patterns such as compare and contrast (4)
- explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems (3)
- discuss elements of drama such as characters, dialogue, setting, and acts (3)
- recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence (3)
 - (ii) features such as sections tables graphs, timelines, bullets, numbers and bold and italicized font to support understanding (3)
 - (iii) organizational patterns such as cause and effect and problem and solution (3)
- explain visual patterns and structures in a variety of poems (2)
- discuss elements of drama such as characters, dialogue, and setting (2)
- recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance (2)
 - (ii) features and graphics to locate and gain information (2)
 - (iii) organizational patterns such as chronological order and cause and effect stated explicitly (2)

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Prerequisite Skills/Links to TEKS Vertical Alignment

- discuss how the author uses words that help the reader visualize (1)
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STAAR Strand 6 – Composition - Writing Process and Genres

Grade 6 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

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:

- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
- (D) edit drafts using standard English conventions, including:
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tenses;
 - (iii) conjunctive adverbs;

 - (v) pronouns, including relative;
 - (vi)

Prerequisite Skills/Links to TEKS Vertical Alignment

- revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)
- edit drafts using standard English conventions, including:
 - (i) complete sentences with subject-verb agreement (2)
 - (ii) past, present, and future verb tense (2)
 - (iii) singular, plural, common, and proper nouns (2)
 - (iv) adjectives, including articles (2)
 - (v) adverbs that convey time and adverbs that convey place (2)
 - (vi) prepositions and prepositional phrases (2)
 - (vii) pronouns, including subjective, objective, and possessive cases (2)
 - (viii) coordinating conjunctions to form compound subjects and predicates (2)
 - (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter (2)
 - (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates (2)
- revise drafts by adding details in pictures or words (1)
- edit drafts using standard English conventions, including:
 - (i) complete sentences with subject-verb agreement (1)
 - (ii) past and present verb tense (1)
 - (iii) singular, plural, common, and proper nouns (1)
 - (iv) adjectives, including articles (1)
 - (v) adverbs that convey time (1)
 - (vi) prepositions (1)
 - (vii) pronouns, including subjective, objective, and possessive cases (1)
 - (viii) capitalization for the beginning of sentences and the pronoun “I” (1)
 - (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)
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- edit drafts with adult assistance using standard English conventions, including: