

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;
- (B) use context such as definition, analogy, and examples to clarify the meaning of words;
- (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as

(F) make inferences and use evidence to support understanding;

3

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;
- (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
- (C) analyze how playwrights develop characters through dialogue and staging;
- (D) analyze characteristics and structural elements of informational text, including:
 - (i) the controlling idea or thesis with supporting evidence;
 - (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information;
 - (iii) organizational patterns such as definition, classification, advantage, and disadvantage

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;
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;
- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
- (D) edit drafts using standard English conventions, including

dn (ar)1 .5

- (v) pronouns, including relative;
- (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;
- (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;
tr
- (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements;
- (ix) correct spelling, including commonl -1or/ 2 B (in)-18.5 (c)37 ()19.4 (c)

