



STAAR Strand 1 – Developing and Sustaining Foundational Language Skills

Grade 5 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(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:

- (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;
- (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
- (C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.

Prerequisite Skills/Links to TEKS Vertical Alignment

- use print or digital resources to determine meaning, syllabication, and pronunciation (4)
- use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (4)
- determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter (4)
- use print or digital resources to determine meaning, syllabication, and pronunciation (3)
- use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (3)
- identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (3)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (3)
- use print or digital resources to determine meaning and pronunciation of unknown words (2)
- use context within and beyond a sentence to determine the meaning of unfamiliar words (2)
- identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion (2)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2)
- use a resource such as a picture dictionary or digital resource to find words (1)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1)
- identify the meaning of words with the affixes -s, -ed, and -ing (1)
- identify and use words that name actions, directions, positions, sequences, categories, and locations (1)
- use a resource such as a picture dictionary or digital resource to find words (K)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (K)

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Prerequisite Skills/Links to TEKS Vertical Alignment

- identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations (K)
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Prerequisite Skills/Links to TEKS Vertical Alignment

- synthesize information to create new understanding with adult assistance (K)
- make inferences and predictions about a text (PK4.III.D.4)
- understand increasingly longer sentences that combine two ideas (PK3.II.E.4)

STAAR Strand 3 – Response Skills	
Grade 5 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
<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>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p>	
Prerequisite Skills/Links to TEKS Vertical Alignment	
	<ul style="list-style-type: none"> • 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) • use text evidence to support an appropriate response (K) • retell texts in ways that maintain meaning (K) • show understanding by responding appropriately to what has been communicated by adults and peers (PK4.II.A.1) • retell or re-enact a story with a clear beginning, middle, and end (PK4.III.D.1) • ask and respond to questions relevant to the text read aloud (PK4.III.D.3) • respond to situations in ways that demonstrate an understanding of what has been communicated (PK3.II.A.1) • re-enact a story after it has been read aloud (PK3.III.D.1)

STAAR Strand 4 – Literary Elements and Genres

Grade 5 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(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:

- (A) infer multiple themes within a text using text evidence;
- (B) analyze the relationships of and conflicts among the characters;
- (C) analyze plot elements, including rising action, climax, falling action, and resolution;
- (D) analyze the influence of the setting, including historical and cultural settings, on the plot.

Prerequisite Skills/Links to TEKS Vertical Alignment

- 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)
- explain the influence of the setting, including historical and cultural settings, on the plot (4)
- infer the theme of a work, distinguishing theme from topic (3)
- explain the relationships among the major and minor characters (3)
- analyze plot elements, including the sequence of events, the conflict, and the resolution (3)
- explain the influence of the setting on the plot (3)
- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character’s (characters’) internal and external traits (2)
- describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (2)
- describe the importance of the setting (2)
- discuss topics and determine theme using text evidence with adult assistance (1)
- analyze the topic (3) The Author(s) and the reason(s) for the main idea (1)

Prerequisite Skills/Links to TEKS Vertical Alignment	

STAAR Strand 4 – Literary Elements and Genres

Grade 5 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(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:

- (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;
- (C) explain structure in drama such as character tags, acts, scenes, and stage directions;
- (D) recognize characteristics and structures of informational text, including:
 - (i)

STAAR Strand 5 – Author’s Purpose and Craft

Grade 5 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(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:

- (A) explain the author’s purpose and message within a text;
- (C) analyze the author’s use of print and graphic features to achieve specific purposes;
- (D) describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;
- (E) identify and understand the use of literary devices, including first- or third-person point of view.

Prerequisite Skills/Links to TEKS Vertical Alignment

- explain the author’s purpose and message within a text (4)
- analyze the author’s use of print and graphic features to achieve specific purposes (4)
- describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (4)
- identify and understand the use of literary devices, including first- or third-person point of view (4)
- explain the author’s purpose and message within a text (3)
- explain the author’s use of print and graphic features to achieve specific purposes (3)
- describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes (3)
- identify the use of literary devices, including first- or third-person point of view (3)
- discuss the author’s purpose for writing text (2)
- discuss the author’s use of print and graphic features to achieve specific purposes (2)
- discuss the use of descriptive, literal, and figurative language (2)
- identify the use of first or third person in a text (2)
- discuss the author’s purpose for writing text (1)
- discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes (1)

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Prerequisite Skills/Links to TEKS Vertical Alignment

- discuss how the author uses words that help the reader visualize (1)
- listen to and experience first- or third-person texts (1)
- discuss with adult assistance the author's purpose for writing text (K)
- discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (K)
- discuss with adult assistance how the author uses words that help the reader visualize (K)
- listen to and experience first- and third-person texts (K)

STAAR Strand 6 – Composition - Writing Process and Genres

Grade 5 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(11) 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 to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
- (D) edit drafts using standard English conventions, including:
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (ii) past tense of irregular verbs;
 - (iii) collective nouns;
 - (iv)

Prerequisite Skills/Links to TEKS Vertical Alignment

- (v) adverbs that convey frequency and adverbs that convey degree (4)
- (vi) prepositions and prepositional phrases (4)
- (vii) pronouns, including reflexive (4)
- (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (4)
- (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (4)
- (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (4)
- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)
- edit drafts using standard English conventions, including:
 - (i) complete simple and compound sentences with subject-verb agreement (3)
 - (ii) past, present, and future verb tense (3)
 - (iii) singular, plural, common, and proper nouns (3)
 - (iv) adjectives, including their comparative and superlative forms (3)
 - (v) adverbs that convey time and adverbs that convey manner (3)
 - (vi) prepositions and prepositional phrases (3)
 - (vii) pronouns, including subjective, objective, and possessive cases (3)
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (3)
 - (ix) capitalization of official titles of people, holidays, and geographical names and places (3)
 - (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (3)
- - singular, common, and proper nouns (3)

Prerequisite Skills/Links to TEKS Vertical Alignment

- (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)
- revise drafts by adding details in pictures or words (K)
- edit drafts with adult assistance using standard English conventions, including:
 - (i) complete sentences (K)
 - (ii) verbs (K)
 - (iii) singular and plural nouns (K)
 - (iv) adjectives, including articles (K)
 - (v) prepositions (K)
 - (vi) pronouns, including subjective, objective, and possessive cases (K)
 - (vii) capitalization of the first letter in a sentence and name (K)
 - (viii) punctuation marks at the end of declarative sentences (K)