



Grade 5 Reading Language Arts Assessment

Eligible Texas Essential Knowledge and Skills

Key Updates to the Texas Assessed Curriculum Documents

The following revisions to the STAAR Assessed Curriculum were made to support the annual assessment of all readiness standards through the Student Success Tool (SST). Texas educator committees reviewed and provided feedback on the proposed revisions.

All standards affected by these revisions will continue to be assessed. However, standards designated as supporting standards will not be assessed annually. These revisions are scheduled to take effect with the implementation of the SST in Fall 2027.

Reporting Strand	Student Expectation	Change
1. Reading	3.B	Changed from Readiness to Supporting
	6.E	Changed from Readiness to Supporting
	8.B	Changed from Readiness to Supporting
	10.A	Changed from Readiness to Supporting
2. Writing	2.B.i	Changed from Readiness to Supporting
	2.B.ii	Changed from Readiness to Supporting
	2.B.vi	Changed from Readiness to Supporting
	11.D.xi	Changed from Readiness to Supporting
	7.B	Removed the Readiness label
	12.B	Removed the Readiness label
	12.C	Removed the Readiness label

SST Grade 5

English Language Arts and Reading

Genres Assessed in Reading:

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

Reporting Strand 1: Reading

The student will understand and analyze a variety of texts from various genres.

- (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; **Supporting Standard**
 - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; **Supporting Standard**
 - (C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; **Supporting Standard**
 - (D) identify, use, and explain the meaning of adages and puns. **Supporting Standard**
- (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:

- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**
 - (E) make connections to personal experiences, ideas in other texts, and society; **Supporting Standard**
 - (F) make inferences and use evidence to support understanding; **Readiness Standard**
 - (G) evaluate details read to determine key ideas; **Readiness Standard**
 - (H) synthesize information to create new understanding; **Readiness Standard**
- (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:
- (C) use text evidence to support an appropriate response; **Readiness Standard**
 - (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **Readiness Standard**
- (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; **Supporting Standard**
 - (B) analyze the relationships of and conflicts among the characters; **Supporting Standard**
 - (C) analyze plot elements, including rising action, climax, falling action, and resolution; **Readiness Standard**
 - (D) analyze the influence of the setting, including historical and cultural settings, on the plot. **Supporting Standard**
- (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:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; **Supporting Standard**
- (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; **Supporting Standard**
- (C) explain structure in drama such as character tags, acts, scenes, and stage directions; **Supporting Standard**
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence; **Readiness Standard**
 - (ii) features such as insets, timelines, and sidebars to support understanding; and **Supporting Standard**
 - (iii) organizational patterns such as logical order and order of importance; **Supporting Standard**
- (E) recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim; **Readiness Standard**
 - (ii) explaining how the author has used facts for or against an argument; and **Readiness Standard**
 - (iii) identifying the intended audience or reader; **Supporting Standard**

(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; **Supporting Standard**
- (B) analyze how the use of text structure contributes to the author's purpose; **Supporting Standard**

- (C) analyze the author's use of print and graphic features to achieve specific purposes; ***Supporting Standard***
- (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; ***Supporting Standard***
- (E) identify and understand the use of literary devices, including first- or third-person point of view; ***Supporting Standard***
- (F) examine how the author's use of language contributes to voice; ***Supporting Standard***
- (G) explain the purpose of hyperbole, stereotyping, and anecdote. ***Supporting Standard***

Genres Assessed in Revising and Editing:

- Fiction
- Literary Nonfiction
- Correspondence
- Expository/Informational
- Argumentative
- Persuasive

Reporting Strand 2: Writing Revising and Editing

The student will revise and edit a variety of texts from various genres.

- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (B) demonstrate and apply spelling knowledge by:
- (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **Supporting Standard**
 - (ii) spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician; **Supporting Standard**
 - (iii) spelling multisyllabic words with multiple sound-spelling patterns; **Supporting Standard**
 - (iv) spelling words using advanced knowledge of syllable division patterns; **Supporting Standard**
 - (v) spelling words using knowledge of prefixes; and **Supporting Standard**
 - (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **Supporting Standard**

- (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:
- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and **Readiness Standard**
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **Readiness Standard**
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **Readiness Standard**
 - (D) edit drafts using standard English conventions, including: **Supporting Standard**
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **Readiness Standard**
 - (ii) past tense of irregular verbs; **Readiness Standard**
 - (iii) collective nouns; **Supporting Standard**
 - (iv) adjectives, including their comparative and superlative forms; **Supporting Standard**
 - (v) conjunctive adverbs; **Supporting Standard**
 - (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; **Supporting Standard**
 - (vii) pronouns, including indefinite; **Supporting Standard**
 - (viii) subordinating conjunctions to form complex sentences; **Supporting Standard**
 - (ix) capitalization of abbreviations, initials, acronyms, and organizations; **Supporting Standard**

- (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and **Supporting Standard**
- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **Supporting Standard**

Extended Constructed Response Standards

The student will compose a variety of written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

- (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:
 - (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
- (12) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
 - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft;