



Grade 6 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	2.B	Changed from Readiness to Supporting
	7.B	Changed from Readiness to Supporting
	9.A	Changed from Readiness to Supporting
	10.D.ix	Changed from Readiness to Supporting
	6.B	Removed the Readiness label
	11.B	Removed the Readiness label
	11.C	Removed the Readiness label
	11.D	Removed the Supporting label

SST Grade 6

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.

- (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; **Supporting Standard**
 - (B) use context such as definition, analogy, and examples to clarify the meaning of words; **Supporting Standard**
 - (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, scribe/script, and jur/jus. **Supporting Standard**
- (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:
- (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; **Readiness 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**
- (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:
- (C) use text evidence to support an appropriate response; **Readiness Standard**
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order; **Readiness Standard**
- (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:
- (A) infer multiple themes within and across texts using text evidence; **Supporting Standard**
 - (B) analyze how the characters' internal and external responses develop the plot; **Supporting Standard**
 - (C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; **Readiness Standard**
 - (D) analyze how the setting, including historical and cultural settings, influences character and plot development. **Supporting Standard**
- (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:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths; **Supporting Standard**
 - (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms; **Supporting Standard**
 - (C) analyze how playwrights develop characters through dialogue and staging; **Supporting Standard**
 - (D) analyze characteristics and structural elements of informational text, including:
 - (i) the controlling idea or thesis with supporting evidence; **Readiness Standard**
 - (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; **Supporting Standard**
 - (iii) organizational patterns such as definition, classification, advantage, and disadvantage; **Supporting Standard**
 - (E) analyze characteristics and structures of argumentative text by:
 - (i) identifying the claim; **Readiness Standard**
 - (ii) explaining how the author uses various types of evidence to support the argument; **Readiness Standard**
 - (iii) identifying the intended audience or reader; **Supporting Standard**
- (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:
- (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 figurative language such as metaphor and personification achieves specific purposes; **Supporting Standard**
- (E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose; **Supporting Standard**
- (F) analyze how the author's use of language contributes to mood and voice; **Supporting Standard**
- (G) explain the differences between rhetorical devices and logical fallacies. **Supporting Standard**

Genres Assessed in Revising and Editing:

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

Reporting Strand 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; **Readiness Standard**
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **Readiness Standard**
 - (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; **Readiness Standard**
 - (D) edit drafts using standard English conventions, including: **Supporting Standard**
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **Readiness Standard**
 - (ii) consistent, appropriate use of verb tenses; **Readiness Standard**
 - (iii) conjunctive adverbs; **Supporting Standard**
 - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; **Supporting Standard**

- (v) pronouns, including relative; **Supporting Standard**
- (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; **Supporting Standard**
- (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; **Supporting Standard**
- (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; **Supporting Standard**
- (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; **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.

- (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:
 - (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
- (11) **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 multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
 - (C) compose multi-paragraph argumentative texts using genre characteristics and craft;
 - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.