



TEKS Curriculum Framework for STAAR Alternate 2

Grade 5 Reading Language Arts

STAAR Strand 1 – Oral Language Skills

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

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;

- (D) identify, use, and explain the meaning of adages and puns.

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- 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)
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- and meter (4)
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- 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)
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- 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)
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- identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2)
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- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1)
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- identify and use words that name actions, directions, positions, sequences, categories, and locations (1)
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- identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and

STAAR Strand 2 – Comprehension Skills

Grade 5 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:

STAAR Strand 3 – Response Skills	
Grade 5 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</p> <p>(D) retell, paraphrase, or 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 (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 5 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
<p>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:</p> <p>(A) infer multiple themes within a text using text evidence;</p> <p>(C) analyze plot elements, including rising action, climax, falling action, and resolution; and</p>	
<p>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes diverse texts. The student is expected to:</p> <p>poetic forms;</p> <p>(D) analyze characteristics and structural elements of informational text, including:</p> <p>(i) the central idea with supporting evidence;</p> <p>(iii) organizational patterns such as logical order and order of importance.</p>	
Prerequisite Skills/Links to TEKS Vertical Alignment	
	<p>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:</p> <ul style="list-style-type: none"> • 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) • • infer the theme of a work, distinguishing theme from topic (4) • • • •

Prerequisite Skills/Links to TEKS Vertical Alignment

- 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)
- discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1)
- discuss elements of drama such as characters and setting (1)
- recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance (1)
 - (ii) features and simple graphics to locate or gain information (1)
 - (iii) organizational patterns such as chronological order and description with adult assistance (1)
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- recognize characteristics and structures of informational text, including:

STAAR Strand 5 – Author’s Purpose and Craft

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

Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry

STAAR Strand 6 – Composition - Writing Process and Genres

Grade 5 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 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) adjectives, including their comparative and superlative forms;
- (v) conjunctive adverbs;

(viii) subordinating conjunctions to form complex sentences;

(ix) capitalization of abbreviations, initials, acronyms, and organizations; and

(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.

Prerequisite Skills/Links to TEKS Vertical Alignment

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:

- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)
- 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 (4)
 - (ii) past tense of irregular verbs (4)
 - (iii) singular, plural, common, and proper nouns (4)
 - (iv) adjectives, including their comparative and superlative forms (4)
 - (v) adverbs that convey frequency and adverbs that convey degree (4)
 - (vi) prepositions and prepositional phrases (4)

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Prerequisite Skills/Links to TEKS Vertical Alignment

- (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)
- (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (3)
- 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)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment

- 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: