

STAAR Alternate 2 Spring 2016 Grade 6 Reading Essence Statements

STAAR Reporting Category 1	STAAR Reporting Category 2	STAAR Reporting Category 3
<p>Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.</p>	<p>Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.</p>	<p>Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.</p>
<p>Knowledge and Skills Statement (6.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. (Readiness Standard)</p> <p>Essence Statement Identifies new vocabulary words in text using a variety of strategies.</p>	<p>Knowledge and Skills Statement (6.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. (Supporting Standard)</p> <p>Essence Statement Identifies themes in a variety of literary texts.</p> <hr style="width: 10%; margin: 0 auto;"/> <p>Knowledge and Skills Statement (6.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. (Supporting Standard)</p> <p>Essence Statement Identifies the structure and elements of drama.</p> <hr style="width: 10%; margin: 0 auto;"/> <p>Knowledge and Skills Statement (6.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (Readiness and Supporting Standard)</p> <p>Essence Statement Recognizes how elements of fiction contribute to plot development.</p> <hr style="width: 10%; margin: 0 auto;"/>	<p>Knowledge and Skills Statement (6.10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. (Readiness and Supporting Standard)</p> <p>Essence Statement Recognizes how organizational patterns impact main idea and details in informational texts.</p> <hr style="width: 10%; margin: 0 auto;"/> <p>Knowledge and Skills Statement (6.11) Reading/Comprehension of Informational Text/Persuasive Texts. Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis. (Supporting Standard)</p> <p>Essence Statement Recognizes the arguments presented in persuasive texts.</p> <hr style="width: 10%; margin: 0 auto;"/> <p>Knowledge and Skills Statement (6.12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. (Supporting Standard)</p> <p>Essence Statement Uses graphic features to understand procedural texts.</p>

Knowledge and Skills Statement

(6.8) Reading/Comprehension of Literary Text/Sensory Language.

Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. (Readiness Standard)

Essence Statement

Recognizes the meaning of figurative and sensory language in literary texts.