

**2023 STAAR Released Blueprint  
Grade 5 Spanish Reading Language Arts  
Spring, 2023–2024**

Test Code	Year	Form
2052	23	4
Last Revision Date: 10/23/2023		

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
<b>1. Developing and sustaining foundational language skills:</b> listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	1	5.3B	R	1	2%
<b>2. Developing and sustaining foundational language skills:</b> listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to identify the meaning of and use words with affixes such as trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr.	1	5.3C	S	1	2%
<b>3. Comprehension skills:</b> 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 make connections to personal experiences, ideas in other texts, and society.	1	5.6E	R	4	10%
<b>4. Comprehension skills:</b> 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 make inferences and use evidence to support understanding.	1	5.6F	R	2	5%
<b>5. Comprehension skills:</b> 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 evaluate details read to determine key ideas.	1	5.6G	R	2	5%
<b>6. Response skills:</b> 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 use text evidence to support an appropriate response.	1	5.7C	R	4	10%
<b>7. Response skills:</b> 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 retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	1	5.7D	R	1	2%
<b>8. Multiple genres:</b> 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 infer multiple themes within a text using text evidence.	1	5.8A	S	1	2%
<b>9. Multiple genres:</b> 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	1	5.9B	S	1	2%

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diverse texts. The student is expected to 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.					
<b>10. Multiple genres:</b> 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 the central idea with supporting evidence.	1	5.9D(i)	R	1	2%
<b>11. Multiple genres:</b> 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 recognize characteristics and structures of informational text, including identifying the intended audience or reader.	1	5.9D(iii)	S	1	2%
<b>12. Author's purpose and craft:</b> 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 explain the author's purpose and message within a text.	1	5.10A	R	1	2%
<b>13. Author's purpose and craft:</b> 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 analyze how the use of text structure contributes to the author's purpose.	1	5.10B	S	1	2%
<b>14. Author's purpose and craft:</b> 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 analyze the author's use of print and graphic features to achieve specific purposes.	1	5.10C	S	1	2%
<b>15. Author's purpose and craft:</b> 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 describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.	1	5.10D	S	2	5%
<b>16. Composition:</b> 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 develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.	2	5.11B(i)	R	5	12%

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<b>17. Composition:</b> 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 develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.	2	5.11B(ii)	R	2	5%
<b>18. Composition:</b> 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.	2	5.11C	R	3	7%
<b>19. Composition:</b> 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 edit drafts using standard Spanish conventions.	2	5.11D	S	1	2%
<b>20. Composition:</b> 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 edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.	2	5.11D(i)	R	1	2%
<b>21. Composition:</b> 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 edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.	2	5.11D(iv)	S	1	2%
<b>22. Composition:</b> 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 edit drafts using standard Spanish conventions, including conjunctive adverbs.	2	5.11D(v)	S	1	2%
<b>23. Composition:</b> 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 subordinating conjunctions to form complex sentences.	2	5.11D(viii)	S	1	2%
<b>24. Composition:</b> 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 italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles.	2	5.11D(x)	S	1	2%
<b>25. Composition:</b> 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 compose informational texts, including brief	2	5.12B	R	1	2%

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compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.						
		<b>Total</b>		<b>R</b>	28	68%
				<b>S</b>	13	32%
				<b>All</b>	41	100%
<b>Item Types by Point</b>	1-point items (MC & TE Items)			38		
	2-point items (TE Items only)			2		
	10-point item (ECR Item)			1		
	<b>Total</b>			52		

**Note:** *R* = Readiness Standard, *S* = Supporting Standard. Strikethrough text indicates specified content not measured for this assessment. Percentages are rounded to the nearest whole number.

**Reporting Categories:** 1. Reading  
2. Writing

#### DAN/STAAR Tech-Enhanced (TE) Items Comparison

DAN TE Item Type	Definition	STAAR TE Item Type
Multiple Choice ( <b>MC</b> )	Requires students to select one correct answer from several answer choices.	Multiple Choice
Multipart ( <b>MP</b> )	Requires students to answer a two-part question in which Part B provides text evidence for the answer in Part A. Part A and B can be a combination of Multiple Choice and Multiple Response items.	Multipart
Multiple Response ( <b>MR</b> )	Requires students to select two or more correct answers from several answer choices.	Multiselect
Inline Choice ( <b>IC</b> )	Requires students to select the correct response from one or more dropdown menus within the question.	Inline Choice
Hot Text ( <b>HT</b> )	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.	Hot Text
Constructed Response ( <b>CR</b> )	Student gives a brief explanation in their own words to demonstrate their understanding of content.	Short Constructed Response
Constructed Response ( <b>CR</b> )	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.	Extended Constructed Response