

**2023 STAAR Released Blueprint  
Grade 6 Reading Language Arts  
Spring, 2023–2024**

Test Code	Year	Form
2061	23	4
Last Revision Date: 10/12/2023		

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 print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.	1	6.2A	S	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 determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.	1	6.2C	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	6.5E	R	4	9%
<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	6.5F	R	2	4%
<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	6.5G	R	1	2%
<b>6. 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 synthesize information to create new understanding.	1	6.5H	R	1	2%
<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 use text evidence to support an appropriate response.	1	6.6C	R	2	4%
<b>8. 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 paraphrase and summarize texts in ways that maintain meaning and logical order.	1	6.6D	R	2	4%
<b>9. 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	1	6.7B	R	1	2%

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student is expected to analyze how the characters' internal and external responses develop the plot.					
<b>10. 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 analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.	1	6.7C	R	2	4%
<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 analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.	1	6.8B	S	1	2%
<b>12. 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 analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.	1	6.8D(i)	R	1	2%
<b>13. 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 analyze characteristics and structural elements of informational text, including features such as introduction, foreword, preface, references, or acknowledgements to gain background information.	1	6.8D(ii)	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 explain the author's purpose and message within a text.	1	6.9A	R	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 analyze how the use of text structure contributes to the author's purpose.	1	6.9B	S	1	2%
<b>16. 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	6.9C	S	1	2%

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<b>17. 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 figurative language such as metaphor and personification achieves specific purposes.	1	6.9D	S	1	2%
<b>18. 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 identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.	1	6.9E	S	1	2%
<b>19. 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 author's use of language contributes to mood and voice.	1	6.9F	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 develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.	2	6.10B(i)	R	3	7%
<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 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	6.10B(ii)	R	3	7%
<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 revise drafts for clarity, development, organization, style, word choice, and sentence variety.	2	6.10C	R	3	7%
<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 edit drafts using standard English conventions.	2	6.10D	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 edit drafts using	2	6.10D(i)	R	3	7%

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standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.						
<b>25. 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 English conventions, including consistent, appropriate use of verb tenses.		2	6.10D(ii)	R	1	2%
<b>26. 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 English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.		2	6.10D(iv)	S	1	2%
<b>27. 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 English conventions, including capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations.		2	6.10D(vii)	S	1	2%
<b>28. 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 English conventions, including punctuation marks, including commas in complex sentences, transitions, and introductory elements.		2	6.10D(viii)	S	1	2%
<b>29. 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 English conventions, including correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.		2	6.10D(ix)	R	1	2%
<b>30. 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 multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.		1	6.11B	S	1	2%
		<b>Total</b>		<b>R</b>	31	69%
				<b>S</b>	14	31%
				<b>All</b>	45	100%
<b>Item Types by Point</b>	1-point items (MC & TE Items)			42		
	2-point items (TE Items only)			2		
	10-point item (ECR Item)			1		
	<b>Total</b>			56		

**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**

<b>DAN TE Item Type</b>	<b>Definition</b>	<b>STAAR TE Item Type</b>
Multiple Choice ( <b>MC</b> )	Requires students to select one correct answer from several answer choices.	Multiple Choice
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
Explicit Constructed Response ( <b>XCR</b> )	Requires students to type an exact response which is then scored by the system. Answers must match the provided response exactly to be counted as correct.	Text Entry/Equation Editor
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