State of Texas
Assessmen
mic Readine
te

	2.

Grade 7 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:

    (E) make connections to personal experiences, ideas in other texts, and society;

    (F) make inferences and use evidence to support understanding;

    (G) evaluate details read to determine key ideas;

    (H) synthesize information to create new understanding; and

    (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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:

- make connections to personal experiences, ideas in other texts, and society (6)
- make inferences and use evidence to support understanding (6)
- evaluate details read to determine key ideas (6)
- synthesize information to create new understanding (6)
- make connections to personal experiences, ideas in other texts, and society (5)
- make inferences and use evidence to support understanding (5)
- evaluate details read to determine key ideas (5)
- synthesize information to create new understanding (5)
- make connections to personal experiences, ideas in other texts, and society (4)
- make inferences and use evidence to support understanding (4)
- evaluate details read to determine key ideas (4)
- synthesize information to create new understanding (4)
- make connections to personal experiences, ideas in other texts, and society (3)
- make inferences and use evidence to support understanding (3)
- evaluate details read to determine key ideas (3)
- synthesize information to create new understanding (3)
- make connections to personal experiences, ideas in other texts, and society (2)

Continued

Grade 7 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

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; and
    (D) paraphrase and summarize texts in ways that maintain meaning and logical order.

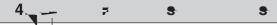|	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: • use text evidence to support an appropriate response (6) • paraphrase and summarize texts in ways that maintain meaning and logical order (6) • use text evidence to support an appropriate response (5) • retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (5) • 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) •

4.   ⸗   ⸓   ⸗   ⸗

Grade 7 TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations
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; *D+"cpcn{|g"jqy"ejctcevgtuø"swcnkvkgu"kpłwgpeg"gxgpvu"cpf"tguqnwvkqp"qh"vjg"eqpłkev⸗ (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and *F+"cpcn{|g"jqy"vjg"ugvvkpi"kpłwgpegu"ejctcevgt"cpf"rnqv"fgxgnqrogpv〗

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:
(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
(D) analyze characteristics and structural elements of informational text, including:
    (i)   the controlling idea or thesis with supporting evidence
    (iii)   organizational patterns that support multiple topics, categories, and subcategories.

⸗   ⸗/⸗ ⸗   ⸓↗   ＼

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: • infer multiple themes within and across texts using text evidence (6) • analyze how the characters' internal and external responses develop the plot (6) • cpcn{|g"rnqv"gngogpvu."kpenwfkpi"tkukpi"cevkqp."enkocz."hcnnkpi"cevkqp."tguqnwvkqp"cpf"pqp/nkpgct"gngogpvu"uwej"cu"łcujdcem"*8+ • cpcn{|g"jqy"vjg"ugvvkpi."kpenwfkpi"jkuvqtkecn"cpf"ewnvwtcn"ugvvkpiu."kpłwgpegu"ejctcevgt"cpf"rnqv"fgxgnqrogpv"*8+ • infer multiple themes within a text using text evidence (5) • cpcn{|g"vjg"tgncvkqpujkru"qh"cpf"eqpłkevu"coqpi"vjg"ejctcevgtu"*7+ • analyze plot elements, including rising action, climax, falling action, and resolution (5) • cpcn{|g"vjg"kpłwgpeg"qh"vjg"ugvvkpi."kpenwfkpi"jkuvqtkecn"cpf"ewnvwtcn"ugvvkpiu."qp"vjg"rnqv"*7+ • infer basic themes supported by text evidence (4)   *Continued*

- 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)
- gzrnckp"vjg"kpⱡwgpeg"qh"vjg"ugvvkpi."kpenwfkpi"jkuvqtkecn"cpf"ewnvwtcn"ugvvkpiu."qp"vjg"rnqv"*6+
- infer the theme of a work, distinguishing theme from topic (3)
- explain the relationships among the major and minor characters (3)
- cpcn{|g"rnqv"gngogpvu."kpenwfkpi"vjg"ugswgpeg"qh"gxgpvu."vjg"eqpⱡkev."cpf"vjg"tguqnwvkqp"*5+
- gzrnckp"vjg"kpⱡwgpeg"qh"vjg"ugvvkpi"qp"vjg"rnqv"*5+
- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character's (characters') internal and external traits (2)
- fguetkdg"cpf"wpfgtuvcpf"rnqv"gngogpvu."kpenwfkpi"vjg"ockp"gxgpvu."vjg"eqpⱡkev."cpf"vjg"tguqnwvkqp."hqt"vgzvu"tgcf"cnqwf"cpf"independently (2)
- describe the importance of the setting (2)
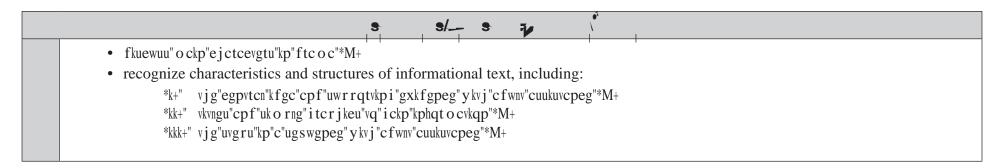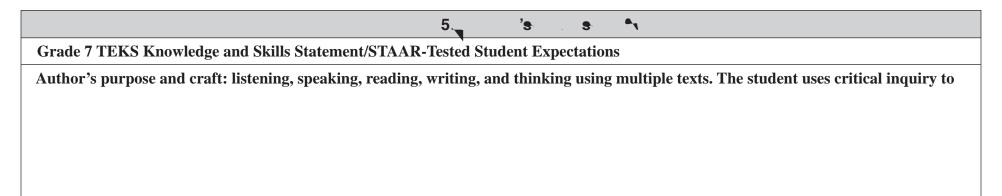- discuss topics and determine theme using text evidence with adult assistance (1)
-
-

- gzrnckp″vjg″wug″qh″uqwpf″fgxkegu″cpf″Łiwtcvkxg″ncpiwcig″cpf″fkuvkpiwkuj″dgvyggp″vjg″rqgv″cpf″vjg″urgcmgt″kp″rqgou″cetquu″c″xctkgv{″ of poetic forms (5)
- recognize characteristics and structures of informational text, including:
    - (i)   the central idea with supporting evidence (5)
    - (ii)   features such as insets, timelines, and sidebars to support understanding (5)
    - (iii) organizational patterns such as logical order and order of importance (5)
- gzrnckp″Łiwtcvkxg″ncpiwcig″uwej″cu″ukmohg.″ogvcrjqt.″cpf″rgtuqpkŁecvkqp″vjcv″vjg″rqgv″wugu″vq″etgcvg″kocigu″*6+
- recognize characteristics and structures of informational text, including:
    - (i)   the central idea with supporting evidence (4)
    - (ii)   features such as pronunciation guides and diagrams to support understanding (4)
    - (iii) organizational patterns such as compare and contrast (4)
- explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems (3)
- discuss elements of drama such as characters, dialogue, setting, and acts (3)
- recognize characteristics and structures of informational text, including:
    - (i)   the central idea with supporting evidence (3)
    - (ii)   features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding (3)
    - (iii) organizational patterns such as cause and effect and problem and solution (3)
- explain visual patterns and structures in a variety of poems (2)
- discuss elements of drama such as characters, dialogue, and setting (2)
- 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)
- fkuewuu″tj{og″cpf″tj{vjo″kp″pwtugt{″tj{ogu″cpf″c″xctkgv{″qh″rqgou″*M+

- fkuewuu" o ckp"ejctcevgtu"kp"ftc o c"*M+
- recognize characteristics and structures of informational text, including:
    *k+" vjg"egpvtcn"kfgc"cpf"uwrrqtvkpi"gxkfgpeg"ykvj"cfwnv"cuukuvcpeg"*M+
    *kk+" vkvngu"cpf"uko rng"itcrjkeu"vq"ickp"kphqto cvkqp"*M+
    *kkk+" vjg"uvgru"kp"c"ugswgpeg"ykvj"cfwnv"cuukuvcpeg"*M+

5.			
Grade 7 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 to			

- fguetkdg"jqy"vjg"cwvjqtøu"wug"qh"kocigt{."nkvgtcn"cpf"Łiwtcvkxg"ncpiwcig"uwej"cu"ukokng."cpf"uqwpf"fgxkegu"uwej"cu"qpqocvqrqgkc" cejkgxgu"urgekŁe"rwtrqugu"*5+

- kfgpvkh{"vjg"wug"qh"nkvgtct{"fgxkegu."kpenwfkpi"Łtuv/"qt"vjktf/rgtuqp"rqkpv"qh"xkgy"*5+"

- discuss the author's purpose for writing text (2)

- kfgpvkh{"vjg"wug"qh"nkvgtct{"fgxkegu."kpenwfkpi"Łtuv/"qt"vjktf/rgtuqp"rqkpv"qh"xkgy"*5+

- discuss the author's purpose for writing text (1)

- fkuewuu"ykvj"cfwnv"cuukuvcpeg"vjg"cwvjqtøu"wug"qh"rtkpv"cpf"itcrjke"hgcvwtgu"vq"cejkgxg"urgekŁe"rwtrqugu"*3+

- discuss how the author uses words that help the reader visualize (1)

- nkuvgp"vq"cpf"gzrgtkgpeg"Łtuv/"cpf"vjktf/"rgtuqp"vgzvu"*3+

- fkuewuu"ykvj"cfwnv"cuukuvcpeg"vjg"cwvjqtøu"rwtrqug"hqt"ytkvkpi"vgzv"*M+

- fkuewuu"ykvj"cfwnv"cuukuvcpeg"jqy"vjg"wug"qh"vgzv"uvtwevwtg"eqpvtkdwvgu"vq"vjg"cwvjqtøu"rwtrqug"*M+

- fkuewuu"ykvj"cfwnv"cuukuvcpeg"vjg"cwvjqtøu"wug"qh"rtkpv"cpf"itcrjke"hgcvwtgu"vq"cejkgxg"urgekŁe"rwtrqugu"*M+

- fkuewuu"ykvj"cfwnv"cuukuvcpeg"jqy"vjg"cwvjqt"wugu"yqtfu"vjcv"jgnr"vjg"tgcfgt"xkuwcnk|g"*M+

- nkuvgp"vq"cpf"gzrgtkgpeg"Łtuv/"cpf"vjktf/rgtuqp"vgzvu"*M+

6.

Grade 7 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 for clarity, development, organization, style, word choice, and sentence variety;

    (D) edit drafts using standard English conventions, including:

        (i)   complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

        (ii)   consistent, appropriate use of verb tenses;

        (iii) conjunctive adverbs;

        *kx+" rtgrqukⱴkqpu"cpf"rtgrqukⱴkqpcn"rjtcugu"cpf"vjgkt"kpᵼwgpeg"qp"uwdlgeⱴ/ⱴgtd"citggogpv=

        (v)   pronoun-antecedent agreement;

        (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

        (vii) correct capitalization; and

        (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons.

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 for clarity, development, organization, style, word choice, and sentence variety (6)
- edit drafts using standard English conventions, including:
    - (i)   complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (6)
    - (ii)   consistent, appropriate use of verb tenses (6)
    - (iii) conjunctive adverbs (6)
    - *kx+" rtgrqukⱴkqpu"cpf"rtgrqukⱴkqpcn"rjtcugu"cpf"ⱴjgkt"kpᵼwgpeg"qp"uwdlgeⱴ/ⱴgtd"citggogpv"*8+
    - (v)   pronouns, including relative (6)
    - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (6)
    - (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (6)
    - (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (6)
- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (5)
- 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 (5)
    - (ii)   past tense of irregular verbs (5)

Continued

(iii) collective nouns (5)
(iv)   adjectives, including o7Aeir comparaive nand superlaive nform (5)
(i)   colnjuntive nadverb (5)

(iv)
(ivv)
(iv)
(i)

<000B0059004C004C000C0003>j EMC /LBody <</MCID

dialogu n(54)

(ivv)
(iv)
(i)   adjverb hatoolnvny timenand ajverb hatoolnvhy mar

(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)

- edit drafts with adult assistance using standard English conventions, including:
  - *k+" eq o rngyg"ugpvgpegu"*M+
  - *kk+" xgtdu"*M+
  - *kkk+" ukpi wnct"cpf"rnwtcn"pqwpu"*M+
  - *kx+" cflgevkxgu."kpenwfkpi"ctvkengu"*M+
  - *x+" rtgrqukvkqpu"*M+
  - *xk+" rtqpqwpu."kpenwfkpi"uwdlgevkxg."qdlgevkxg."cpf"rquuguukxg"ecugu"*M+
  - *xkk+" ecrkvcnk|cvkqp"qh"vjg"Łtuv"ngvvgt"kp"c"ugpvgpeg"cpf"pc o g"*M+
  - *xkkk+"rwpevwcvkqp" o ctmu"cv"vjg"gpf"qh"fgenctcvkxg"ugpvgpegu"*M+