

Reading/Comprehension Skills

Figure 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

7.1 Reading/Fluency. Students read grade-level text with fluency and comprehension.

7.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

Tools to Know-Process					Tools to Know-Comprehension		
7.1(A)	7.2(A)	7 Fig.19(A)	7 Fig.19(B)	7 Fig.19(C)	7 Fig.19(D)	7 Fig.19(E)	7 Fig.19(F)
read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension	ask literal, interpretive, evaluative, and universal questions of text	reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)	make complex inferences about text and use textual evidence to support understanding	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	make connections between and across texts, including other media (e.g., film, play), and provide textual evidence

Knowledge and Skills (Genres)

7.6 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.

7.4 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

7.5 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.

7.7 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.

7.10 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.

7.11 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

Knowledge and Skills (Embedded or Across Genres)

7.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.

7.3 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.

7.8 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.

7.9 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

7.12 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

7.13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19	
1 Understanding and Analysis Across Genres	8	Across Genres	7.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	7.7(A) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it	7 Fig.19(F) <i>Identified as 7.19(F) on TEA Student Expectations Tested report</i>	
			7.2(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	7.9(A) explain the difference between the theme of a literary work and the author's purpose in an expository text		
			7.2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words			
			SEs Not Included in Assessed Curriculum	7.2(C) complete analogies that describe part to whole or whole to part 7.2(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis)		
2 Understanding and Analysis of Literary Texts	18	Fiction	7.6(A) explain the influence of the setting on plot development 7.6(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	7.3(A) describe multiple themes in a work of fiction 7.6(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited	7.6 Fig.19(D) 7.6 Fig.19(E)	
		Poetry		7.4(A) analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem	7.4 Fig.19(D) 7.4 Fig.19(E)	
		Drama		7.5(A) explain a playwright's use of dialogue and stage directions	7.5 Fig.19(D) 7.5 Fig.19(E)	
		Literary Nonfiction		See 7.7(A) in Reporting Category 1	7.7 Fig.19(D) 7.7 Fig.19(E)	
		Across Literary Text				
		Across Literary Text	7.8(A) determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood	7.3(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) 7.3(C) analyze how place and time influence the theme or message of a literary work 7.13(A) interpret both explicit and implicit messages in various forms of media 7.13(C) evaluate various ways media influences and informs audiences	7.3 Fig.19(D) 7.8 Fig.19(D) 7.13 Fig.19(D)	
			SEs Not Included in Assessed Curriculum	7.13(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message 7.13(D) assess the correct level of formality and tone for successful participation in various digital media		

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19	
3 Understanding and Analysis of Informational Texts	16	Expository	7.10(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning 7.10(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text 7.10(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence	7.10(B) distinguish factual claims from commonplace assertions and opinions	7.10 Fig.19(D) 7.10 Fig.19(E)	
		Persuasive		7.11(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument 7.11(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts	7.11 Fig.19(D) 7.11 Fig.19(E)	
		Across Informational Text				
		Across Informational Text		7.12(B) explain the function of the graphical components of a text 7.13(A) interpret both explicit and implicit messages in various forms of media 7.13(C) evaluate various ways media influences and informs audiences	7.9 Fig.19(D) 7.12 Fig.19(D) 7.13 Fig.19(D)	
			<i>SEs Not Included in Assessed Curriculum</i>	7.12(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures 7.13(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message 7.13(D) assess the correct level of formality and tone for successful participation in various digital media		
STAAR	42	25-29 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Fiction Expository)		13-17 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards)		

Writing Process

7.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

7.14(A)	7.14(B)	7.14(C)	7.14(D)	7.14(E)
plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea	develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing	revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed	edit drafts for grammar, mechanics, and spelling	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences

Knowledge and Skills Statements

7.15. Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

7.16 Writing. Students write about their own experiences.

7.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

7.18 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.

7.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

7.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

7.21 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
<p style="text-align: center;">1 Composition</p>	<p style="text-align: center;">1 Comp [Expository] (16 points)</p>	<p>7.14(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p> <p>7.14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed</p> <p>7.14(D) edit drafts for grammar, mechanics, and spelling</p> <p>7.17(A) write a multi-paragraph essay to convey information about a topic that:</p> <ul style="list-style-type: none"> (i) presents effective introductions and concluding paragraphs (ii) contains a clearly stated purpose or controlling idea (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies (iv) accurately synthesizes ideas from several sources (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs 	
		<p style="text-align: center;">SEs Not Included in Assessed Curriculum</p>	<p>7.14(A) <i>plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</i></p> <p>7.14(E) <i>revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</i></p> <p>7.15(A) <i>write an imaginative story that:</i></p> <ul style="list-style-type: none"> (i) <i>sustains reader interest</i> (ii) <i>includes well-paced action and an engaging story line</i> (iii) <i>creates a specific, believable setting through the use of sensory details</i> (iv) <i>develops interesting characters</i> (v) <i>uses a range of literary strategies and devices to enhance the style and tone</i> <p>7.15(B) <i>write a poem using:</i></p> <ul style="list-style-type: none"> (i) <i>poetic techniques (e.g., rhyme scheme, meter)</i> (ii) <i>figurative language (e.g., personification, idioms, hyperbole)</i> (iii) <i>graphic elements (e.g., word position)</i> <p>7.16(A) <i>write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences</i></p> <p>7.17(B) <i>write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context</i></p> <p>7.17(C) <i>write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate</i></p> <p>7.17(D) <i>produce a multimedia presentation involving text and graphics using available technology</i></p>

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
2 Revision	13	7.14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed	7.17(A) write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs (ii) contains a clearly stated purpose or controlling idea (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies (iv) accurately synthesizes ideas from several sources (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs 7.18 write a persuasive essay to the appropriate audience that: (A) establishes a clear thesis or position (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion
		<i>SEs Not Included in Assessed Curriculum</i>	7.18(B) <i>[write a persuasive essay to the appropriate audience that:] considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments</i>
3 Editing	17	7.14(D) edit drafts for grammar, mechanics, and spelling 7.19(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking 7.19(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses 7.20(A) use conventions of capitalization 7.20(B) recognize and use punctuation marks 7.21(A) spell correctly, including using various resources to determine and check correct spellings	7.19(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles (ii) appositive phrases (iii) adverbial and adjectival phrases and clauses (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed) (v) prepositions and prepositional phrases and their influence on subject-verb agreement (vi) relative pronouns (e.g., whose, that, which) (vii) subordinating conjunctions (e.g., because, since) (viii) transitions for sentence to sentence or paragraph to paragraph coherence 7.19(B) write complex sentences and differentiate between main versus subordinate clauses 7.20(B) recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses (ii) semicolons, colons, and hyphens
		30 MC & 1 Comp* (46 total points) 18-21 questions from Readiness Standards *The 1 type of writing assessed each year – expository – is always designated as a Readiness Standard	9-12 questions from Supporting Standards

Genres Represented in Revision and Editing Sections	
Literary <ul style="list-style-type: none"> Fiction Literary Nonfiction 	Informational <ul style="list-style-type: none"> Expository Persuasive

Listening and Speaking	
Knowledge and Skills Statements	
7.26 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	
SEs Not Included in Assessed Curriculum	<p>7.26(A) <i>listen to and interpret a speaker’s purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker’s claims</i></p> <p>7.26(B) <i>follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems</i></p> <p>7.26(C) <i>draw conclusions about the speaker’s message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions)</i></p>
7.27 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	
7.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	

Research	
Knowledge and Skills Statements	
7.22 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.	
SEs Not Included in Assessed Curriculum	<p>7.22(A) <i>brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic</i></p> <p>7.22(B) <i>apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches</i></p>
7.23 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	
SEs Not Included in Assessed Curriculum	<p>7.23(A) <i>follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies</i></p> <p>7.23(B) <i>categorize information thematically in order to see the larger constructs inherent in the information</i></p> <p>7.23(C) <i>record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format</i></p> <p>7.23(D) <i>differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources</i></p>
7.24 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.	
SEs Not Included in Assessed Curriculum	<p>7.24(A) <i>narrow or broaden the major research question, if necessary, based on further research and investigation</i></p> <p>7.24(B) <i>utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another</i></p>
7.25 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.	
SEs Not Included in Assessed Curriculum	<p><i>Students are expected to synthesize the research into a written or an oral presentation that:</i></p> <p>7.25(A) <i>draws conclusions and summarizes or paraphrases the findings in a systematic way</i></p> <p>7.25(B) <i>marshals evidence to explain the topic and gives relevant reasons for conclusions</i></p> <p>7.25(C) <i>presents the findings in a meaningful format</i></p> <p>7.25(D) <i>follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas</i></p>