

Reading Language Arts

2.4

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)

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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:

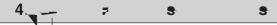
- (C) use text evidence to support an appropriate response; and
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order.



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)

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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^- e j ctcevgtuø'' s wcnkvkgu''kp ł wgpeg''gxgpvu''cp f''tguqnwvkqp''qh''v j g''eqp ł kev=
- (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and
- $*F + "cpcn \{ |g"jqy" \lor jg" ug \lor kpi "kpi wg pegu" ejctcevgt" cpf" rnqv" fg xgnqr og pv0 \}$

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"gng o gpvu."kpenwfkpi"tkukpi"cevkqp."enk o cz."hcnnkpi"cevkqp."tguqnwvkqp."cpf"pqp/nkpgct"gng o gpvu"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)

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- 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"kpłwgpeg"qh"vjg"ugwkpi."kpenwfkpi"jkuvqtkecn"cpf"ewnvwtcn"ugwkpiu."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)
- gzrnckp"vjg"kpłwgpeg"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"gng o gpvu."kpenwfkpi"vjg" o ckp"gxgpvu."vjg"eqpłkev."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)

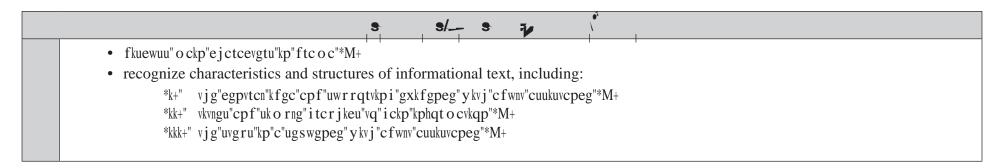
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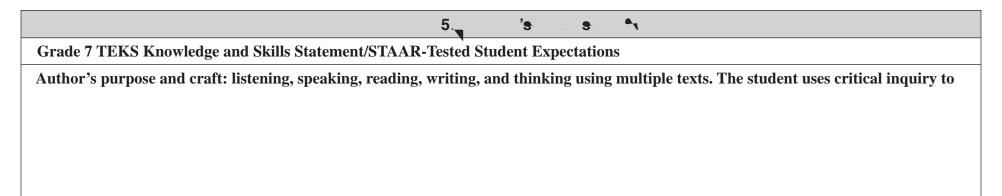
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- gzrnckp"vjg"wug"qh"uqwpf"fgxkegu"cpf"Liwtcvkxg"ncpiwcig"cpf"fkuvkpiwkuj"dgvyggp"vjg"rqgv"cpf"vjg"urgcmgt"kp"rqgou"cetquu"c"xctkgv{" of poetic forms (5)
- recognize characteristics and structures of informational text, including:
 - (i) the central 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)
- $\bullet \quad gzrnckp" \& i \ wtcvkxg" ncp \ i \ wc \ ig" uwej" cu" uk \ o \ kng." \ o \ gvcr \ jqt." cpf" rgtuqpk \& ecvkqp" vjcv" vjg" rqgv" wugu" vq" etgcvg" k \ o \ cigu" *6+1000 cigu" vq'' vjcv" vjg" rqgv vugu" vq'' etgcvg'' k \ o \ cigu" vq'' vjcv'' vjg'' rqgv'' vugu" vq'' etgcvg'' k \ o \ cigu" vq'' vjcv'' vjg''' vjcv'' vjg''' vjcv'' vjg''' vjcv'' vjg''' vjcv'' vjg''' vjcv'' vjg'''' vjcv''' vjg''' vjcv''' vjg'''' vjcv''' vjg''' vjcv''' vjcv'''' vjcv''' vjcv'''$
- 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 { o g"cpf"tj { vj o "kp"pwtugt { "tj { o gu"cpf"c"xctkgv { "qh"rqg o u"*M+

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- kfgpvkh {"vjg"wug"qh"nkvgtct {"fgxkegu."kpenwfkpi"\Ltuv/"qt"vjktf/rgtuqp"rqkpv"qh"xkgy"*5+"
- discuss the author's purpose for writing text (2)
- kfgpvkh{"vjg"wug"qh"nkvgtct{"fgxkegu."kpenwfkpi"Ltuv/"qt"vjktf/rgtuqp"rqkpv"qh"xkgy"*5+
- discuss the author's purpose for writing text (1)
- fkuewuu" y kvj "cfwnv"cuukuvcpeg" vjg "cwvjqtøu" wug "qh" rtkpv" cpf" itcrjke "hgcvwtgu" vq" cejkgxg "urgek Łe" 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" y kv j "c f wnv "cuukuvcpeg" v j g "cwv j q t øu "rwt r qug "hqt" y tkvkp i "vgzv" * M+
- fkuewuu" y kvj "cfwnv"cuukuvcpeg" jqy "vjg"wug"qh"vgzv"uvtwevwtg"eqpvtkdwvgu"vq"vjg"cwvjqtøu" rwtrqug"*M+
- fkuewuu" y kvj "c fwnv"cuukuvcpeg" vjg "cwvjqtøu" wug "qh" rtkpv" cpf "itcrjke" hgcvwtgu "vq" cejkgxg "urgekŁe" rwtrqugu "*M+
- fkuewuu" y kvj "cfwnv"cuukuvcpeg" jq y "vjg"cwvjqt"wugu" y qtfu"vjcv" jgnr "vjg"tgcfgt" xkuwcnk | g"*M+
- nkuvgp"vq"cpf"gzrgtkgpeg"Łtuv/"cpf"vjktf/rgtuqp"vgzvu"*M+

Fall 2022



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+" rtgrqukvkqpu"cpf"rtgrqukvkqpcn"rjtcugu"cpf"vjgkt"kp1wgpeg"qp"uwdlgev/xgtd"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 + "rtgrqukvkqpu"cpf"rtgrqukvkqpcn"rjtcugu"cpf"vjgkt"kplwgpeg"qp"uwdlgev/xgtd"citggogpv"*8 + "rtgrqukvkqpu"cpf"rtgrqukvkqpcn"rjtcugu"cpf"vjgkt"kplwgpeg"qp"uwdlgev/xgtd"citggogpv"*8 + "rtgrqukvkqpu"cpf"rtgrqukvkqpcn"rjtcugu"cpf"vjgkt"kplwgpeg"qp"uwdlgev/xgtd"citggogpv"*8 + "rtgrqukvkqpu"cpf"rtgrqukvkqpcn"rjtcugu"cpf"vjgkt"kplwgpeg"qp"uwdlgev/xgtd"citggogpv"*8 + "rtgrqukvkqpcn"rjtcugu"cpf"vjgkt"kplwgpeg"qp"uwdlgev/xgtd"citggogpv"*8 + "rtgrqukvkqpcn"rjtcugu"cpf"vjgkt"kplwgpeg"qp"uwdlgev/xgtd"citggogpv"*8 + "rtgrqukvkqpcn"rjtcugu"cpf"vjgkt"kplwgpeg"qp"uwdlgev/xgtd"citggogpv"*8 + "rtgrqukvkqpcn"rjtcugu"cpf"vjgkt"kplwgpeg"qp"uwdlgev/xgtd"citggogpv"*8 + "rtgrqukvkqpcn"citggogpv"c
 - (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)

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Fall 2022

