



2. 3. 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.

5. 6. 7. 8. 9.

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

3 s s s

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.

s s/ s w

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 7 S S

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"ugvvpki"kpłwgpegu"ejctcevg"cpf"rnqv"fgxgnqr o gpv0

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.

S S/ S 7

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"ng o gpvu."kpenwfkpi"tkukpi"cevkqp."enk o cz."hcnnkpi"cevkqp."tguqnwvkqp."cpf"pqp/nkpgct"ng o gpvu"uwej"cu"łcu jdcem"*8+
- cpcn { |g"jqy"vjg"ugvvpki."kpenwfkpi"jkuvqtkecn"cpf"ewnvtcn"ugvvpkiu."kpłwgpegu"ejctcevg"cpf"rnqv"fgxgnqr o gpv"*8+
- infer multiple themes within a text using text evidence (5)
- cpcn { |g"vjg"tgncvkqpujkr"qh"cpf"eqpłkevu"co qpi"vjg"ejctcevgtu"*7+
- analyze plot elements, including rising action, climax, falling action, and resolution (5)
- cpcn { |g"vjg"kpłwgpeg"qh"vjg"ugvvpki."kpenwfkpi"jkuvqtkecn"cpf"ewnvtcn"ugvvpkiu."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)
- g z r n c k p " v j g " k p l w g p e g " q h " v j g " u g v v k p i . " k p e n w f k p i " j k u v q t k e c n " c p f " e w n v w t c n " u g v v k p i u . " q p " v j g " r n q v " * 6 +
- infer the theme of a work, distinguishing theme from topic (3)
- explain the relationships among the major and minor characters (3)
- c p e n { | g " r n q v " g n g o g p v u . " k p e n w f k p i " v j g " u g s w g p e g " q h " g x g p v u . " v j g " e q p l k e v . " c p f " v j g " t g u q n w v k q p " * 5 +
- g z r n c k p " v j g " k p l w g p e g " q h " v j g " u g v v k p i " q p " v j g " r n q v " * 5 +
- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character's (characters') internal and external traits (2)
- f g u e t k d g " c p f " w p f g t u v c p f " r n q v " g n g o g p v u . " k p e n w f k p i " v j g " o c k p " g x g p v u . " v j g " e q p l k e v . " c p f " v j g " t g u q n w v k q p . " h q t " v g z v u " t g c f " c n q w f " c p f " independently (2)
- describe the importance of the setting (2)
- discuss topics and determine theme using text evidence with adult assistance (1)
-
-

- analyze the structure and style 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)
- analyze the structure and style of poetic forms (5)
- 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)
- analyze the structure and style of poetic forms (1)

Continued

<div style="display: flex; justify-content: space-around; align-items: center;"> s s/ s 7 </div>	
	<ul style="list-style-type: none"> • fluewu" o ckp"ejctcevgtu"kp" ftc o c"*M+ • recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> *k+" v jg"egpytcn"kfge"cpf"uwr rqtvkpi" gxkfgpeg" ykvj"cfwnv"cuukuvcepeg"*M+ *kk+" vkvngu"cpf"uk o rng" i tcr jkeu"vq" i ckp"kphqt o cvkqp"*M+ *kkk+" v jg"uvgru"kp" c"ugswgpeg" ykvj"cfwnv"cuukuvcepeg"*M+

5. **'s** **s** **'s**

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

	<p style="text-align: center;">s s/ s v .</p>
	<ul style="list-style-type: none"> • fguetkdg"jqy"vjg"cwvjqtøu"wug"qh"ko cigt{."nkvgtcn"cpf"Łiwtcvxg"ncpiwci g"uwej"cu"uk o kng."cpf"uqwpf"fgxkegu"uwej"cu"qpq o cvqrqgkc"ce jkgxgu"urgekŁe"rwtrqugu"*5+ • kfgpvkh{"vjg"wug"qh"nkvgtct{"fgxkegu."kpenwfkpi"Łtuv/"qt"vjktf/rgtuqp"rqkp"qh"xkgy"*5+" • discuss the author’s purpose for writing text (2) • kfgpvkh{"vjg"wug"qh"nkvgtct{"fgxkegu."kpenwfkpi"Łtuv/"qt"vjktf/rgtuqp"rqkp"qh"xkgy"*5+ • discuss the author’s purpose for writing text (1) • fkueuu"ykvj"cfwnv"cuukvcpeg"vjg"cwvjqtøu"wug"qh"rtkp"cpf"i tcrjke"hgcvwtgu"vq"ce jkgxg"urgekŁe"rwtrqugu"*3+ • discuss how the author uses words that help the reader visualize (1) • nkuvgp"vq"cpf"gzrgtkpeg"Łtuv/"cpf"vjktf/"rgtuqp"vgzvu"*3+ • fkueuu"ykvj"cfwnv"cuukvcpeg"vjg"cwvjqtøu"rwtrqug"hqt"ytkvpi"vgzv"*M+ • fkueuu"ykvj"cfwnv"cuukvcpeg"jqy"vjg"wug"qh"vgzv"vwtwevwtg"eqpvtkdwvgu"vq"vjg"cwvjqtøu"rwtrqug"*M+ • fkueuu"ykvj"cfwnv"cuukvcpeg"vjg"cwvjqtøu"wug"qh"rtkp"cpf"i tcrjke"hgcvwtgu"vq"ce jkgxg"urgekŁe"rwtrqugu"*M+ • fkueuu"ykvj"cfwnv"cuukvcpeg"jqy"vjg"cwvjqt"wugu"yqt fu"vjcv"jgnr"vjg"tgcfgt"xkuwcnk g"*M+ • nkuvgp"vq"cpf"gzrgtkpeg"Łtuv/"cpf"vjktf/rgtuqp"vgzvu"*M+

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;
 - (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)
 - (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 their comparative and superlative forms (5)
- (v) conjunctive adverbs (5)

*xk+ rtgrqukvkqpu"cpf"rtgrqukvkqpcn"r jtcugu"cpf"vjgk"kpłwgpeg"qp"uwdlgev/xgtd"ci tgg o gpv"*7+

- (viii) subordinating conjunctions to form complex sentences (5)

- (ix) capitalization of abbreviations, initials, acronyms, and organizations (5)

- (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences (5)

- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)
 - 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 (4)
 - (ii) past tense of irregular verbs (4)
 - (iii) singular, plural, common, and proper nouns (4)
 - (iv) adjectives, including their comparative and superlative forms (4)
 - (v) adverbs that convey frequency and adverbs that convey degree (4)
 - (vi) prepositions and prepositional phrases (4)
- *xkk+ rtqpqwpu."kpenwfkpi"kpfgŁpkvg"*7+
- (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (4)
 - (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (4)
 - (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (4)
- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)
 - edit drafts using standard English conventions, including:
 - (i) complete simple and compound sentences with subject-verb agreement (3)
 - (ii) past, present, and future verb tense (3)
 - (iii) singular, plural, common, and proper nouns (3)
 - (iv) adjectives, including their comparative and superlative forms (3)
 - (v) adverbs that convey time and adverbs that convey manner (3)

Continued

- (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)

	s	s/	s	v	.
	<ul style="list-style-type: none"> edit drafts with adult assistance using standard English conventions, including: <ul style="list-style-type: none"> *k+ eq o r ngvg"ugpv gpegu"*M+ *kk+ xgtdu"*M+ *kkk+ ukp i wnct"cpf" r nwtcn"pqwpu"*M+ *kx+ c flgev kxgu."kpenw fkp i"ctvkengu"*M+ *x+ rtgrqukvkqpu"*M+ *xk+ rtqpqwpu."kpenw fkp i"uwlgev kxg."qdlgev kxg."cpf" rquuguukxg"ecugu"*M+ *xkk+ ecrkvcnk cvkqp"qh"v j g"Łtuv"ngvvg t"kp" c"ugpv gpeg"cpf"pc o g"*M+ *xkkk+ rwpevwcvkqp" o ctmu"cv"v j g"gp f"qh" fgenctcvkxg"ugpv gpegu"*M+ 				