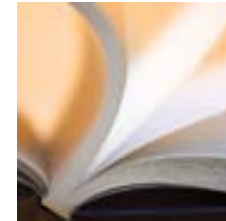




English Language Arts and Writing Grade 7

STAAR Field Guide



STAAR

The State of Texas of Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student's educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the current assessment program (TAKS) and STAAR by reframing the questions we are asking.

TAKS: TAKS was designed to help teachers answer this question:

- Did students learn what they were supposed to learn in the current year's grade?

STAAR: STAAR is designed to ensure that teachers answer these questions:

- Did students learn what they were supposed to learn in the current year's grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what's the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment **ONLY** may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students "unlearn" previous ways of conceptualizing content and essentially start all over.

STAAR: focus, clarity, depth

[The TEKS] are designed to prepare students to succeed in college, in careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

Focus: STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

Clarity: STAAR will assess the eligible TEKS at a level of specificity that allow students to demonstrate mastery.

Depth: STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

STAAR: the assessed curriculum – readiness, supporting, and process standards

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in a more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

Readiness standards have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

STAAR assesses the eligible TEKS at the level at which the TEKS were written.

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by

- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by

- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:



STAAR Grade Level Snapshot – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.



STAAR Readiness Standards: A Vertical Look – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels



STAAR Readiness and Supporting Standards Analysis Sheets— overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.

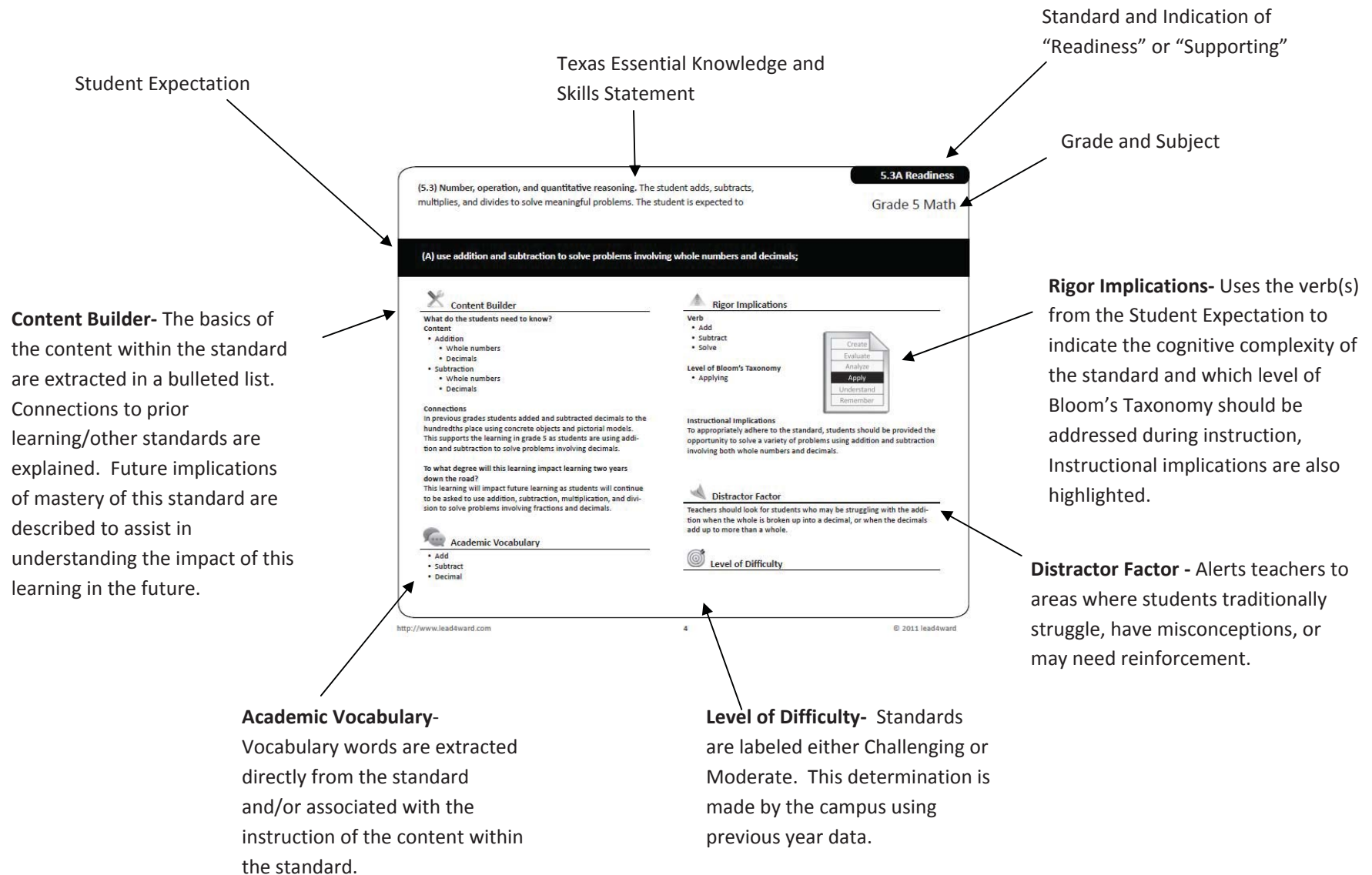


STAAR-Curriculum Planning Worksheet – a tool to organize the pages in this guide to be used in planning and professional development

Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
 - STAAR Blueprint
 - Assessed Curriculum Documents
 - STAAR Test Design
 - STAAR Reference Materials
2. Review the STAAR Snapshot for your course/grade level and content area
 - Note the readiness standards
 - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
 - Review the supporting standards and note any that may have played a larger role on TAKS
3. Review the STAAR Readiness Standards: A Vertical Look
 - Discuss how the readiness standards connect between grade levels
 - Explore the specific differences between the aligned readiness standards at each grade level
4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
 - Use the samples on pages 6 and 7 to explore the analysis sheets
 - Add additional information based on the discussion on the team
5. Create STAAR-Curriculum Planning Packets for each unit or grading period
 - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
 - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
 - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
 - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
 - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).
6. Plan for instruction
 - Collect the curriculum documents used for planning
 - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
 - Determine where the team needs additional learning
 - Evaluate instructional materials
 - Review the plan for appropriate levels of rigor

How to read STAAR Readiness Standards analysis pages



How to read STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and
Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

**Supporting the Readiness
Standards** - Most supporting
standards support a readiness
standard in the current grade
level. This section discusses the
relationships of the standards
that are often taught together.

Academic Vocabulary- Words
are extracted directly from the
standard and/or associated with
the instruction of the content
within the standard.

5.1B Supporting
Grade 5 Math

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

(B) use place value to read, write, compare, and order decimals through the thousandths place.

Supporting the Readiness Standards
What Readiness Standard(s) or concepts from the Readiness Standards does it support?
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.
How does it support the Readiness Standard(s)?
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.
May be adjusted according to local curriculum.

Academic Vocabulary

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

Rigor Implications
Verb
• Write
• Compare
• Order
Level of Bloom's Taxonomy
• Analyzing

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Curriculum – STAAR Planning Worksheet



Course/Grade Level _____

Content Area _____

Grading Period/Unit _____

Readiness Standards

Supporting Standards

Action Steps	Guiding Questions & Notes
Read each analysis page.	<p>What stands out?</p> <p>How many of the standards are a “Challenging” level of difficulty?</p> <p>How many of the standards are a high level of rigor (above apply on Bloom’s Taxonomy)?</p>
<i>Content Builder</i> (Readiness Standards only)	<p>What other connections could you add to this section? Write them on your analysis pages!</p> <p>This content important for students’ future learning. How will you assess retention?</p>
<i>Supporting the Readiness Standards</i> (Supporting Standards only)	<p>How can you use this information as you plan lessons?</p> <p>Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again “Which Readiness Standards does it support? How does it support the Readiness Standard(s)?”</p>

Curriculum - STAAR Planning Worksheet



Action Steps	Guiding Questions & Notes
Vocabulary	<p>What strategies will you use to ensure mastery of the vocabulary for each standard in this unit?</p> <p>What is your plan if students do not master the vocabulary?</p>
Use the <i>Distractor Factor</i>	<p>How can you address the information in the Distractor Factor section?</p> <p>From your teaching experience, is there anything you would add to this? Write it on your analysis pages!</p>
Reflection	<p>How have you taught this content in the past?</p> <p>How will you teach it differently this year?</p> <p>How will you utilize the readiness and supporting standards for formative and summative assessment?</p>

Reporting Category	# of Items	Readiness Standards	Supporting Standards
1 Understanding/Analysis Across Genres	10	<p>7.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes</p> <p>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</p> <p>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</p> <p>Fig.19.F make connections between and across texts, including other media (e.g., film, play), and provide textual evidence</p>	<p>7.7.A describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it</p> <p>7.9.A explain the difference between the theme of a literary work and the author's purpose in an expository text</p>
2 Understanding/Analysis of Literary Texts	21	<p>7.6.A explain the influence of the setting on plot development</p> <p>7.6.B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts</p> <p>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</p> <p>Fig.19D make complex inferences about text and use textual evidence to support understanding(Fiction)</p> <p>Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)</p>	<p>7.3.A describe multiple themes in a work of fiction</p> <p>7.3.B describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories)</p> <p>7.3.C analyze how place and time influence the theme or message of a literary work</p> <p>7.4.A analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem (A) explain a playwright's use of dialogue and stage directions</p> <p>7.5.A analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited</p> <p>7.6.C interpret both explicit and implicit messages in various forms of media</p> <p>7.13.C evaluate various ways media influences and informs audiences</p> <p>Fig.19D make complex inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry, Drama)</p> <p>Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Literary Nonfiction, Poetry, Drama)</p>
3 Understanding/Analysis of Informational Texts	19	<p>7.10.A evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning</p> <p>7.10.C use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text</p> <p>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</p> <p>Fig.19.D make complex inferences about text and use textual evidence to support understanding (Expository)</p> <p>Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)</p>	<p>7.10.B distinguish factual claims from commonplace assertions and opinions</p> <p>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</p> <p>7.11.B identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts</p> <p>7.12.B explain the function of the graphical components of a text</p> <p>7.13.A interpret both explicit and implicit messages in various forms of media</p> <p>7.13.C evaluate various ways media influences and informs audiences</p> <p>Fig.19.D make complex inferences about text and use textual evidence to support understanding (Persuasive)</p> <p>Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Persuasive)</p>
Total Items	50	30-35 test questions from Readiness Standards	15-20 test questions from Supporting Standards
Genres Assessed			
Literary		Informational	
<ul style="list-style-type: none"> Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Supporting) Media Literacy(Embedded) 		<ul style="list-style-type: none"> Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded) 	

Reporting Category	Grade 5 Readiness Standards	Grade 6 Readiness Standards	Grade 7 Readiness Standards	Grade 8 Readiness Standards
1 Understanding/Analysis Across Genres	5.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	6.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	7.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	8.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes
	5.2.B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words	6.2.B use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words	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	8.2.B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings
	5.2.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	6.2.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	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	8.2.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
	Fig.19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence	Fig.19.F make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence	Fig.19.F make connections between and across texts, including other media (e.g., film, play), and provide textual evidence	Fig.19.F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence
2 Understanding/Analysis of Literary Texts	5.6.A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	6.6.A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction	7.6.A explain the influence of the setting on plot development	8.6.A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved
	5.6.B explain the roles and functions of characters in various plots, including their relationships and conflicts	6.8.A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains	7.6.B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	8.6.B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict
	5.8.A evaluate the impact of sensory details, imagery, and figurative language in 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	
	Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction)	Fig.19.D make inferences about text and use textual evidence to support understanding (Fiction)	Fig.19D make complex inferences about text and use textual evidence to support understanding(Fiction)	Fig.19.D make complex inferences about text and use textual evidence to support understanding (Fiction)
	Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)

Reporting Category	Grade 5 Readiness Standards	Grade 6 Readiness Standards	Grade 7 Readiness Standards	Grade 8 Readiness Standards
3 Understanding/Analysis of Informational Texts	<p>5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order</p> <p>5.11.C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas</p> <p>5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information</p> <p>5.11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres</p> <p>Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)</p> <p>Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)</p>	<p>6.10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions</p> <p>6.10.C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint</p> <p>6.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres</p> <p>Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)</p> <p>Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)</p>	<p>7.10.A evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning</p> <p>7.10.C use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text</p> <p>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</p> <p>Fig.19.D make complex inferences about text and use textual evidence to support understanding (Expository)</p> <p>Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)</p>	<p>8.10.A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order</p> <p>8.10.C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns</p> <p>8.10.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</p> <p>Fig.19.D make complex inferences about text and use textual evidence to support understanding (Expository)</p> <p>Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)</p>

Genres Assessed	Literary	<ul style="list-style-type: none"> Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Supporting) Media Literacy(Embedded) 	<ul style="list-style-type: none"> Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Supporting) Media Literacy(Embedded) 	<ul style="list-style-type: none"> Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Supporting) Media Literacy(Embedded) 	<ul style="list-style-type: none"> Fiction (Readiness) Literary Nonfiction (Supporting) Poetry (Supporting) Drama (Supporting) Media Literacy(Embedded)
	Informational	<ul style="list-style-type: none"> Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded) 	<ul style="list-style-type: none"> Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded) 	<ul style="list-style-type: none"> Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded) 	<ul style="list-style-type: none"> Expository (Readiness) Persuasive (Supporting) Procedural (Embedded) Media Literacy (Embedded)

(7.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

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(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;



Content Builder

What do the students need to know?

Content

Many English words and word parts associated with education and the sciences originated from Latin or Greek. Academic language as we know it today is the language used in the context of formal schooling within and across content areas. Affixes, such as prefixes and suffixes, are morphemes (the smallest unit of meaning) and occur before (prefix) or after (suffix) a root or base word. When affixes are added to a root or base word they can alter the meaning of the word, change the part of speech of the word, and/or change how the word is used in a sentence.

Connections

This standard allows students to use their previous knowledge of word structure, linguistic roots, affixes, and academic words to learn new roots and affixes and how they are used to convey meaning of seventh grade-level academic words.

To what degree will this learning impact learning two years down the road?

This standard continues to provide a foundation for eighth grade Readiness Standard TEKS 8.2A as students learn new word parts from different origins and the academic words they represent and English I Readiness Standard TEKS E1.1A as students use word parts from different origins to determine the meaning of technical words.



Academic Vocabulary

- Academic
- Affix
- Base word
- Prefix
- Root
- Suffix



Rigor Implications

Verb

- Determine

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Understanding word structure origin or the background of words help students establish meaning, pronunciation, the parts of speech, and spelling of new words. This understanding facilitates the appreciation of the potential of a word. The more students understand language, the easier it is for them to understand information they hear or read.



Distractor Factor

Sometimes base words and roots are used interchangeably. However, a root is the basic part of a word that carries meaning and cannot stand alone, and a base word is a word that can stand alone. In order for students to truly learn academic language, instruction must be authentic, engaging, and relevant.



Level of Difficulty (based on local data) (based on local data)

☐ Moderate

☐ Challenging

(7.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

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(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;



Content Builder

What do the students need to know?

Content

Word meanings encountered in texts are defined by the relationships between surrounding words, phrases, sentences, and paragraphs. Organizational structure provides a predictable arrangement of information which allows the reader to form a mental representation of the ideas presented. This mental representation enhances the ability to use context as a means to understand the relationship among words, phrases, sentences, and paragraphs.

Connections

Students use prior knowledge of word relationships, organizational structures, and context clues to determine the meaning of unfamiliar or ambiguous words. This is the first time the vocabulary standards address clues within larger sections of text.

To what degree will this learning impact learning two years down the road?

This standard supports eighth grade Readiness Standard TEKS 8.2B as students determine and clarify the meaning of words using clues from the text and for English I Readiness Standard TEKS E1.1B as students use clues to distinguish between denotative and connotative meaning of words.



Academic Vocabulary

- Ambiguous
- Clarify



Rigor Implications

Verb

- Use
- Determine
- Clarify

Level of Bloom's Taxonomy

- Applying
- Analyzing
- Evaluating



Instructional Implications

A review of a variety of structures and their purposes is necessary to ensure that students can identify and understand organizational structures before they apply this knowledge to determine meanings of words using larger sections of text. Extended exposure to a variety of sentence clues, text structures, and words in text is necessary for the development of this strategy.



Distractor Factor

Clues in context rarely provide a clear and concise definition.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

(7.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

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(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.



Content Builder

What do the students need to know?

Content

Dictionaries, glossaries, and thesauri are resources used when reading and writing to determine and confirm word meaning, spelling, part of speech and pronunciation and to choose or understand word choice alternatives. A dictionary is a book of words representing a particular language and their accepted definitions, origins, parts of speech, syllabication, and in some cases a sample of their use. A glossary is an alphabetized collection of specialized terms and is located at the end of the text. A thesaurus is a collection of words grouped together according to similarity of meaning. It contains synonyms and sometimes antonyms.

Connections

This standard was introduced in fifth grade.

To what degree will this learning impact learning two years down the road?

This standard supports eighth grade Readiness Standard TEKS 8.2E as students continue to use the dictionary and glossary and thesaurus as they read and write, and English I Readiness Standard EI.1E as students determine or confirm the denotation, connotation, and etymology of words.



Academic Vocabulary

- Dictionary
- Glossary
- Thesaurus
- Syllabication
- Pronunciation



Rigor Implications

Verb

- Determine
- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Explicit instruction on how to use resources is necessary before they can become useful tools. It is essential that students know how to use guide words and keys and that they engage in extended practice and modeling on how to select the most appropriate meaning of words to fit the context. Using resources to support reading and writing in authentic and relevant situations enhances their effectiveness.



Distractor Factor

Using resources alone as a way to locate and memorize information about a word does not increase vocabulary or improve reading comprehension. Students need to understand how to use resources during their reading and writing experiences.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7 English Language Arts

(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. The student is expected to

(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.



Content Builder

What do the students need to know?

Content

The ability to make text-to-text connections and move beyond literal recall is an important component of the comprehension process. Making connection between texts, plays, and films enhances comprehension and supports the integration of information in order to read or write about a subject knowledge-ably. Connections can be made by comparing and contrasting thematic links (central ideas or messages), the treatment of themes and topics, and the authors' relationships to the texts such as purpose and perspective. Connections are supported by specific facts in the text that supports what is inferred.

Connections

This is the first time students make connections to include media.

To what degree will this learning impact learning two years down the road?

This standard provides the skills needed for eighth grade Readiness Standard TEKS 8.Fig19F as students continue to make connections between multiple texts and genres.



Academic Vocabulary

- Connections
- Literary text
- Informational text
- Play
- Film



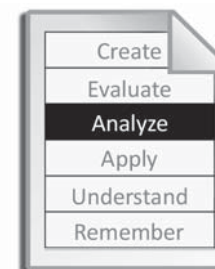
Rigor Implications

Verb

- Make
- Provide

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Making connections between text and self, text and text, and text and world is an important strategy in the comprehension process. In order to make connections within and between texts and media, it is necessary to engage in a multitude of comprehension strategies. Students need to identify the purpose, draw conclusions, and infer using evidence from the text and/or media to support their predictions or findings. Graphic organizers are useful to show the relationship between two texts because they provide a concrete representation of the connections.



Distractor Factor

Making connections is a complex strategy and cannot be learned without the ability to draw conclusions, infer, and make predictions.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

(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. Students are expected to

Grade 7 English Language Arts

(A) explain the influence of the setting on plot development;



Content Builder

What do the students need to know?

Content

Plot is the sequence of important events that includes an exposition (introduction), rising action, climax, falling action, and denouement (resolution). The setting is the time and place in which a story occurs. It can be the physical, emotional, cultural, or historical conditions in the story. Setting influences plot development by creating the atmosphere or feeling of the story and revealing characters and their conflicts as they participate in the plot.

Connections

In sixth grade, students compared and contrasted the historical and cultural settings of two literary works and identified the elements of a plot. Students use their previously learned knowledge of plot elements and setting to explain the influence of setting on plot development.

To what degree will this learning impact learning two years down the road?

This standard, along with previous standards, provides a foundation for eighth grade and English I Readiness Standard TEKS 8.6A and E1.5A as students further examine plot development by analyzing linear and non-linear plots.



Academic Vocabulary

- Plot
- Exposition
- Rising action
- Climax
- Falling action
- Denouement
- Setting



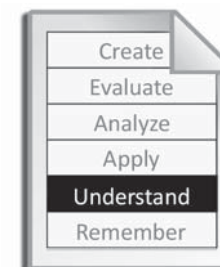
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Understanding the elements of plot and how they connect enhances appreciation, connections, and comprehension. It is necessary that students understand that the plot, along with characters and setting, convey how a story unfolds. Students need extended exposure to a variety of plots and settings.



Distractor Factor

It is necessary to focus on teaching inference in conjunction with the content of the story to ensure an understanding of plot development and the influence of setting.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

(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. Students are expected to

Grade 7 English Language Arts

(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;



Content Builder

What do the students need to know?

Content

Plot is the sequence of important events that includes an exposition (introduction), rising action, climax, falling action, and denouement (resolution). Characters bring all aspects of a plot to life through their words, actions, thoughts, and feelings. The internal and external responses demonstrated by characters provide the reader insight into the plot development by revealing characters' motivations and struggles. Internal responses include thoughts and feelings. External responses include dialogue and actions.

Connections

This standard requires students to analyze characters at a more complex level, building on previous standards where students examined character roles, function, and dialogue to convey character.

To what degree will this learning impact learning two years down the road?

This standard supports eighth grade and English I Readiness Standard TEKS 8.6A 8.6B, E1.5A, and E1.5B as students continue to analyze more complex characters and plots.



Academic Vocabulary

- Internal response
- External response
- Motivation
- Conflict
- Plot



Rigor Implications

Verb

- Analyze

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

This standard is a complex process that requires the ability to make connections in order to draw conclusions about all aspects of characters, plots, and their relationship. In order to analyze, students identify the characters' qualities, internal and external conflicts, and motivations; identify external and internal responses; determine the effect of characters' qualities, conflicts, and motivations on plot; and explain the characters' influence on plot. Conflicts can include man vs. self, man vs. man, man vs. nature, man vs. machine, and man vs. society. Motivations can be physical, intellectual, and emotional.



Distractor Factor

Conflicts, motivations, and the relationship between characters and plot are not usually explicit. Along with learning the different types of conflicts and motivations, students need to focus on the process needed to monitor comprehension, generate and answer questions, and infer.



Level of Difficulty (based on local data)

☐ Moderate

☐ Challenging

Grade 7 English Language Arts

(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. Students are expected to

(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.



Content Builder

What do the students need to know?

Content

Figurative meaning is a technique where authors use literary language to go beyond the literal meaning in order to provide effects or insights. Using literary language enhances a reader's connection and understanding because the words stir the senses or evoke mental images. Figurative phrases are used to describe, compare, clarify meaning, extend meaning, emphasize important/interesting information, and suggest mood.

Connections

This standard builds on previous standards where students examined how authors use words and techniques to create meaning.

To what degree will this learning impact learning two years down the road?

This standard supports eighth grade Supporting Standard TEKS 8.8A as students continue to examine figurative language to explain the effects of similes and extended metaphors. It supports English I Supporting Standard TEKS E1.7A as students explain the role of irony, sarcasm, and paradox.



Academic Vocabulary

- Figurative meaning
- Mood
- Imagery



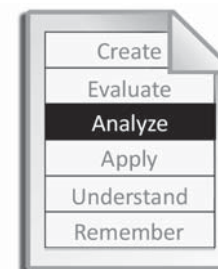
Rigor Implications

Verb

- Determine
- Analyze

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

It is necessary that students understand figurative phrases to support oral and written communication. Students use context such as surrounding words, phrases, sentences, paragraphs, and previous knowledge of words to support the understanding of figurative meaning in text. Understanding how literary language is used deepens the value of the importance of word selection. Examples of literary language include: simile, metaphor, hyperbole, refrain, personification, idiom, oxymoron, pun, refrain, and sensory detail.



Distractor Factor

Determining figurative meaning can be intimidating and often requires multiple readings.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7 English Language Arts

(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. The student is expected to

(D) make complex inferences about text and use textual evidence to support understanding;



Content Builder

What do the students need to know?

Content

Inference is a strategy that includes multiple steps and is practiced before, during, and after reading. It is the foundation of the comprehension process. A complex inference is made when information is not easily connected and inductive and deductive reasoning is needed. Steps include connecting prior knowledge and information from the text, drawing and validating a conclusion using deductive and inductive reasoning, validating conclusion with the specific information from the text, and making a prediction (logical guess) based on the drawn conclusion. Reading between the lines to construct meaning and comprehend beyond literal understanding is necessary when implementing these steps.

Connections

This standard supports inference in Readiness Standards for fiction and expository texts and serves as a Supporting Standard in literary nonfiction, poetry, drama, and persuasive text.

To what degree will this learning impact learning two years down the road?

This standard continues to serve as a Readiness Standard in fiction and expository texts and Supporting Standard in literary nonfiction, poetry, drama, persuasive texts in eighth grade and English I as students continue to make more complex inferences.



Academic Vocabulary

- Inference
- Textual evidence
- Prediction
- Draw conclusions



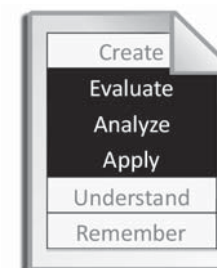
Rigor Implications

Verb

- Make
- Use
- Support

Level of Bloom's Taxonomy

- Applying
- Analyzing
- Evaluating



Instructional Implications

Improving vocabulary and world knowledge and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. Complex inference includes both inductive and deductive reasoning. Inductive reasoning involves using limited (very specific) information to make a general conclusion. Deductive reasoning involves supporting a generalization with specific information.



Distractor Factor

The ability to understand and use deductive and inductive reasoning is a complicated process. Students need explicit instruction, extended exposure, and regular support to make complex inferences.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7 English Language Arts

(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. The student is expected to

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.



Content Builder

What do the students need to know?

Content

Summarization is the process of organizing, categorizing, and filtering out less significant details in text. A summary communicates the author's interpretation and emphasis and does not include the reader's opinion or judgment. Paraphrasing is the process of restating the meaning of a text(s) using different words. Synthesizing is the process of combining information from two or more texts and creating something new.

Connections

This standard serves a Readiness Standard in fiction and expository texts and a Supporting Standard in literary nonfiction, poetry, drama, and persuasive texts.

To what degree will this learning impact learning two years down the road?

This standard supports eighth grade Readiness and Supporting Standard TEKS 8.Fig19E, where students continue to summarize, paraphrase, and synthesize within and across texts. This standard ensures the proficiency of summarization as a way to monitor comprehension through grade 12.



Academic Vocabulary

- Summarize
- Paraphrase
- Synthesize
- Plagiarism
- Logical order



Rigor Implications

Verb

- Summarize
- Paraphrase
- Synthesize

Level of Bloom's Taxonomy

- Understanding
- Applying
- Creating



Instructional Implications

In order to monitor and clarify comprehension and ensure a deep understanding of text, students must be able to identify and organize the essential information in text through summary as well as bring the ideas together in their own words through paraphrase. It is important that students learn to paraphrase, synthesize, and explain information in their own words, citing sources as appropriate.



Distractor Factor

Students may need clarification on summarization, paraphrasing, and plagiarism. Plagiarism involves using another person's written work or idea and claiming it as one's own.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

(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. Students are expected to

Grade 7 English Language Arts

(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;



Content Builder

What do the students need to know?

Content

Summarization is the process of organizing, categorizing, and filtering out less significant information in text during and after reading, while attributing the ideas to the original source. A summary presents the main idea(s) and details/facts that tell how, when, what, where, why, how much, and/or how many in a logical order while maintaining the author's intended meaning. A summary communicates the author's interpretation and emphasis without opinion or judgment. In an evaluation, the summary is reviewed for accuracy of information, importance of details, inclusion of main ideas, and exclusion of opinion or judgment.

Connections

In sixth grade, students summarized the main ideas and details while demonstrating that a summary does not include opinion or judgment.

To what degree will this learning impact learning two years down the road?

This standard serves as a foundation for eighth grade Readiness Standard TEKS 8.10A as students continue to summarize the main idea and supporting details while increasing the complexity as they include the relationships among ideas. It supports English I Readiness Standard E1.9A as students distinguish between a summary and a critique.



Academic Vocabulary

- Evaluate
- Summary
- Main idea
- Supporting detail
- Opinion
- Judgment



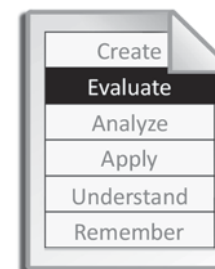
Rigor Implications

Verb

- Evaluate

Level of Bloom's Taxonomy

- Evaluating



Instructional Implications

Students require extended experience creating and using summaries to self monitor and clarify comprehension before they can become proficient in evaluation. It is essential to expose students to a wide range of weak and strong summaries in order to distinguish effective and ineffective summation.



Distractor Factor

In order to formulate a judgment about a summary, the evaluator must understand the whole text and not just the information included in the summary.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

(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. Students are expected to

Grade 7 English Language Arts

(C) Use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text.



Content Builder

What do the students need to know?

Content

Authors use organizational structure to support the communication of their ideas by arranging information in an organized, meaningful format. The structure of a text provides a predictable layout for the presentation of ideas that supports the reader's navigation and understanding of the text. Recognizing organizational structure and how the structure develops information enhances the reader's ability to organize information as they monitor comprehension, form an overview, and communicate their understanding.

Connections

In previous grades, students were exposed to a variety of expository texts and organizational patterns. This experience and exposure supports students as they use organizational structure to summarize expository texts encountered.

To what degree will this learning impact learning two years down the road?

This standard supports eighth grade and English I Readiness Standards TEKS 8.10C and E1.9C as students use their knowledge of organizational structure to draw conclusions, and make predictions about the ideas in text.



Academic Vocabulary

- Organizational pattern
- Organizational structure
- Summary
- Overview



Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Before students can apply structure to their own summaries, it is important that they recognize the organization of texts and how specific structures provide the reader a predictable avenue for locating and understanding information. It is also necessary for students to understand the thinking behind the structure of a text. Organizational patterns may include cause and effect, sequential order, description, order of importance, compare and contrast, logical order, classification, propositions and support, and problem and solution.



Distractor Factor

The ability to understand structure in literary texts does not guarantee the ability to understand structure in expository text. Literary text structure is similar from text to text; however, expository text can have many different structures.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

(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. Students are expected to

Grade 7 English Language Arts

(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.



Content Builder

What do the students need to know?

Content

Synthesis is the ability to connect information within and across texts to form a new idea. Combining information supports the integration of ideas in order to read or write about a subject knowledgeably. It allows students to engage in higher order thinking as they form opinions and judgments.

Connections

This standard works together with Readiness Standard 7.Fig19F, where students make connections across texts and genres.

To what degree will this learning impact learning two years down the road?

This standard supports eighth grade Readiness Standard TEKS 8.Fig19F as students continue to synthesize and make connections between and across texts representing similar and different genres



Academic Vocabulary

- Connections
- Synthesize
- Genre



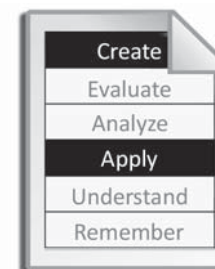
Rigor Implications

Verb

- Make
- Synthesize

Level of Bloom's Taxonomy

- Applying
- Creating



Instructional Implications

In order to make connections and synthesize information across texts, it is necessary to engage in a multitude of comprehension strategies. Students need to identify the purpose of the texts, combine information from the texts, draw conclusions, and infer using evidence from the texts to support their new findings. They need to stop often during their reading to absorb what has been read. Graphic organizers are useful to show the relationship among texts because they provide a concrete representation of the connections.



Distractor Factor

Synthesizing is a complex process and cannot be accomplished without the ability to draw conclusions, infer, and make predictions. Synthesis does not always result in one right answer.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7 English Language Arts

(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. Students are expected to

(A) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the continued study of literary nonfiction through grade 12 as it relates to structural patterns and features.
- This standard supports the study of literary nonfiction in eighth grade and English I Supporting Standards TEKS 8.7A and E1.6A as students examine literary language, personal ideas, and factual information to present a perspective or describe.

How does it support the Readiness Standard(s)?

This standard supports the study of literary nonfiction through grade 12 by providing a foundation about the structure (characteristics) of common literary nonfiction writing.

May be adjusted according to local curriculum.



Academic Vocabulary

- Structure
- Substantive
- Autobiography
- Diary
- Fictional adaptation



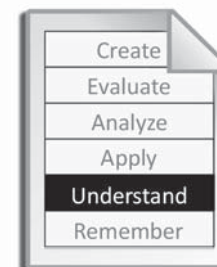
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

It is important for students to distinguish an author's choice of genre in order to better understand the purpose and information presented in literary nonfiction texts. The structure (characteristics) of an autobiography is the real story about the author's life and is written in first person. The structure (characteristics) of a diary is typically written in the style of a journal and tells a person's actions, feelings, and beliefs about a particular time and is written in first or third person. A fictional adaptation is based on a real event and can be fictional or an exaggerated truth.

Grade 7 English Language Arts

(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. Students are expected to

(A) explain the difference between the theme of a literary work and the author's purpose in an expository text.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Supporting Standard 7.3A as it relates to theme.
- In previous grades, students distinguished theme from topic and summarized main ideas in expository texts. This is the first time students explain the differences in theme and author's purpose.
- This standard supports eighth grade and English I Readiness Standards 8.6B, 8.10A, and E1.9A and Supporting Standards TEKS 8.3A and E1.2A as students continue to analyze theme in literary works and summarize main ideas in expository texts.

How does it support the Readiness Standard(s)?

This standard supports Supporting Standard 7.3A as students use their understanding of theme to describe multiple themes in fiction.

May be adjusted according to local curriculum.



Academic Vocabulary

- Theme
- Literary work
- Purpose
- Expository text



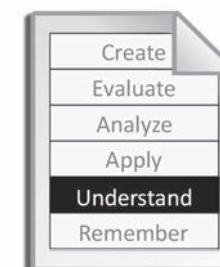
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

The purpose of an expository text is the author's intended goal, such as to inform, explain, or clarify. The theme in a literary work is the central idea or message. Understanding theme in literary works and purpose in expository texts is important so that readers can make connection across genres, use the texts they read, and select texts based on their purposes. To ensure understanding of this standard, students should be able to read a literary and expository selection on the same topic, identify the theme and purpose, and determine how the theme and purpose are similar and different.

Grade 7 English Language Arts

(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. Students are expected to

(A) describe multiple themes in a work of fiction;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness and Supporting Standard TEKS Fig19D as it relates to complex inference.
- In previous grades, students distinguished theme from topic, inferred implicit themes, and compared and contrasted themes across literary works. This standard builds on previous learning as the study of theme becomes more complex as students are required to read fictional texts with multiple themes and describe each theme presented.
- This standard supports eighth grade Supporting Standard TEKS 8.3A, where students continue to analyze literary works with similar themes across cultures.

How does it support the Readiness Standard(s)?

This standard builds on the understanding of theme while supporting Readiness and Supporting Standard TEKS 6.Fig19D as students use their ability to make complex inferences to identify more than one theme in literary works.

May be adjusted according to local curriculum.



Academic Vocabulary

- Theme
- Fiction



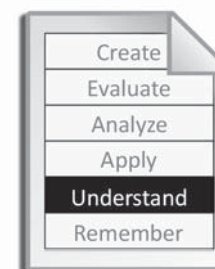
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Longer pieces of fiction may have more than one theme. In order to infer multiple themes, it is necessary to make connections, synthesize, and draw conclusions from the information presented in the text. Brainstorming common themes (with students) provides background information that may be needed in order for students to identify more than one theme in a piece of fiction.

Grade 7 English Language Arts

(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. Students are expected to

(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories);



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- In previous grades, students identified themes in myths, described the phenomena explained in myths, and compared and contrasted settings in myths. This standard builds on previous learning as students understand the characteristic of myths as well as epic tales. This is the first time reading standards specifically address epic tales.
- This standard supports the study of theme and genre in eighth grade and English I, where students continue to analyze, draw conclusions, and make predictions in literary works from a variety of contexts.

How does it support the Readiness Standard(s)?

This standard supports the study of fiction as students examine the characteristics of myths and epic tales in order to enhance appreciation and interpretation of all literary reading.

May be adjusted according to local curriculum.



Academic Vocabulary

- Convention
- Myth
- Epic tale



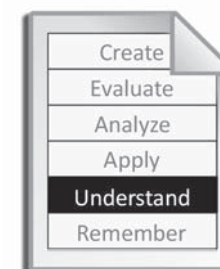
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

In this standard, conventions refer to the characteristic of myths and epic tales. Understanding the basic conventions of myths and epic tales leads to a better understanding of the meaning of the stories and deepens appreciation. Epic tales are lengthy narrative poems that tell a story and have a plot concerning a serious subject. They usually contain heroes. Myths are traditional stories that explain a belief or occurrence/phenomena about the world and usually contain gods, giants, heroes, and/or villains.

Grade 7 English Language Arts

(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. Students are expected to

(C) analyze how place and time influence the theme or message of a literary work.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 7.6A as it relates to the influence of setting.
- In sixth grade, students compared and contrasted the historical and cultural setting of two literary works. This standard builds on previous knowledge as students examine setting and the influence on theme.
- This standard supports eighth grade Supporting Standard TEKS 8.3C, where students explain how characters' values are influenced by setting and English I Supporting Standard TEKS E1.2C as students relate figurative language to the setting of literary works.

How does it support the Readiness Standard(s)?

Understanding the influence of time and place on theme supports the understanding of influence of time and place on plot development, as required in Readiness Standard 7.6A.

May be adjusted according to local curriculum.



Academic Vocabulary

- Analyze
- Theme
- Literary work



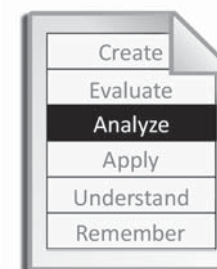
Rigor Implications

Verb

- Analyze

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Setting is the time and place in which a story occurs. It can be the physical, emotional, cultural, or historical conditions in the story. In order to analyze the influence of setting on theme, students must identify the elements, purpose, and significance of the setting.

Grade 7 English Language Arts

(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. Students are expected to

(A) analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- In sixth grade, students examined how authors create style and communicate meaning using literary elements and literary language. This standard introduces another stylistic element (graphical elements) commonly used in poetry.
- This standard further supports the study of poetry in eighth grade and English I Supporting Standards TEKS 8.4A and E1.3A, where students analyze the characteristics of a variety of forms.

How does it support the Readiness Standard(s)?

This standard supports the study of elements in poetry that influence interpretation and appreciation.

May be adjusted according to local curriculum.



Academic Vocabulary

- Graphical element



Rigor Implications

Verb

- Analyze

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

It is important to understand how authors use graphic elements to create meaning. Authors use capital letters, line length, and word position to emphasize, clarify, engage the reader, promote fluency, and create visualization and memory. In order to analyze the importance of graphic elements, students identify the graphic element, determine the purpose of the graphic element, and draw conclusions about how the graphic element contributes to the meaning of the poem.

Grade 7 English Language Arts

(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. Students are expected to

(A) explain a playwright's use of dialogue and stage directions.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 7.6B as it relates to character responses.
- In sixth grade, students examined the elements of drama to include dialogue and examined conversational voice and dialect in fictional texts. Students use their previous knowledge of dialogue to understand how it is used in drama to convey character, setting, plot, and theme.
- This standard provides a foundation for eighth grade Supporting Standard TEKS 8.5A as students analyze how characters are portrayed through dialogue and staging and English I Supporting Standard TEKS E1.4A as students explain how monologue and soliloquies enhance dramatic text.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 7.6B as students analyze plot development through internal and external responses of characters, which can include dialogue. Students analyze how these responses convey characters motivations and conflicts. Understanding the use of dialogue in drama increases understanding of its use in fictional texts.

May be adjusted according to local curriculum.



Academic Vocabulary

- Playwright
- Dialogue
- Stage direction



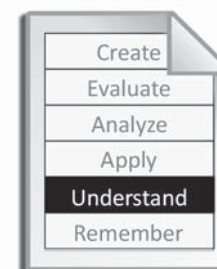
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

The playwright (person who writes a play) provides dialogue and staging (how characters move and what they do) in a script to move a story forward through the plot elements. Dialogue and script suggest mood and actions, control the pace and mood of the story, and reveal the character's personality, character, and growth. Understanding drama involves the same processes as understanding other literary works. However, processing the substantial amount of dialogue and how it connects with the staging is a new skill.

Grade 7 English Language Arts

(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. Students are expected to

(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports the understanding of all literary works as students recognize and analyze point of view. It supports Readiness and Supporting Standard TEKS 7.Fig19F as it relates to connections across texts.
- Recognizing point of view supports the understanding of purpose and helps the reader make personal, text, and world connections.
- This standard provides a foundation for eighth grade Supporting Standard TEKS 8.6C as students analyze different forms of third person point of view, limited vs. omniscient, and subjective vs. objective points of view and English I Supporting Standard TEKS E1.5C as students analyze how a narrator's point of view shapes the story.

How does it support the Readiness Standard(s)?

This standard supports Readiness and Supporting Standard TEKS 7.Fig19F as students make connections between and across texts using similarities and differences in point of view.

May be adjusted according to local curriculum.



Academic Vocabulary

- Narrator
- First person point of view
- Point of view
- Third person point of view



Rigor Implications

Verb

- Analyze

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

It is critical that students understand the advantages and disadvantages of each of the different points of view and how they support interpretation. First person point of view is told by someone who stands inside the story or who functions as an observer. The advantages of first person point of view are credibility and intimacy. The disadvantage is that the reader only knows what the narrator knows. Third person omniscient is told from the third person who knows everything about every character. The advantage of third person omniscient is that it provides the reader with an unlimited scope. The disadvantage is the loss of intimacy. Third person limited point of view is told from the third person who knows only one of the characters. The advantage of third person limited is that it encourages connection to one character. The disadvantages are the inability to see and know everything and the perception of others being skewed by the narrator's perspective.

Grade 7 English Language Arts

(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. Students are expected to

(A) interpret both explicit and implicit messages in various forms of media;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness and Supporting Standard TEKS 7.Fig19D as it relates to inference.
- In sixth grade, students understood explicit messages in a variety of media. This standard builds on prior learning as students interpret both explicit and implicit messages and serves as a foundation for media interpretation.
- This standard supports the study of media in eighth grade Supporting Standards TEKS 8.13A and 8.13B as students evaluate the role, techniques, and impact of media.

How does it support the Readiness Standard(s)?

This standard examines explicit and implicit messages in media as a foundation for interpretation of media and supports Readiness and Supporting Standard 7.Fig19D as students infer to understand implicit meaning in media and as a practice to support inference as students encounter other genres.

May be adjusted according to local curriculum.



Academic Vocabulary

- Media message
- Media form
- Explicit
- Implicit



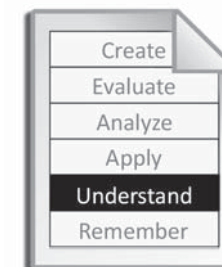
Rigor Implications

Verb

- Interpret

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Some media is persuasive in nature. Therefore, it is important to make the connection between persuasive text and media. Students need extended exposure to media that communicates implicit messages through print, body language, visuals, movement, and sound.

Grade 7 English Language Arts

(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. Students are expected to

(C) evaluate various ways media influences and informs audiences.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard works with Supporting Standard TEKS 7.13A as it relates to the message presented in media. This standard serves as a foundation for the future analysis of persuasive techniques and purposes in text and media.
- This standard supports eighth grade Supporting Standards TEKS 7.11B, 8.11B, and 8.13C as students identify and analyze the impact of persuasive techniques in persuasive text and media.

How does it support the Readiness Standard(s)?

This standard works with Supporting Standard TEKS 7.13A as students identify the message in media to determine if the message was presented to influence or inform.

May be adjusted according to local curriculum.



Academic Vocabulary

- Influence
- Inform



Rigor Implications

Verb

- Evaluate

Level of Bloom's Taxonomy

- Evaluating



Instructional Implications

It is critical that students understand media message, point of view, and techniques in media before they can evaluate the ways media influences or informs an audience. In evaluation, students determine the purpose (influence or inform), provide evidence to support the purpose, determine if the media was effective in influencing or informing, determine if the media would influence or inform someone else, and provide evidence to support why or why not the media would inform or influence someone else.

Grade 7 English Language Arts

(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. The student is expected to

(D) make complex inferences about text and use textual evidence to support understanding



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard 6.Fig19F as it relates to text-to-text connections. It serves as a Readiness Standard for fiction and expository texts and a Supporting Standard for literary nonfiction, poetry, drama, persuasive text.
- This standard supports inference in eighth grade and English I Readiness Standards TEKS 7.Fig19D and E1.Fig19B for fiction and expository texts and Supporting Standards for literary nonfiction, poetry, drama, and persuasive text as students continue to infer in order to comprehend what they read. It continues to support eighth grade Readiness Standard 8.Fig19F as students continue to infer to make connections among a variety of texts and genres, to include media.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 7.Fig19F requiring students to infer as they make text-to-text connections between and across a variety of texts and genres. It supports all Readiness and Supporting standards where students are required to infer.

May be adjusted according to local curriculum.



Academic Vocabulary

- Inference
- Textual evidence



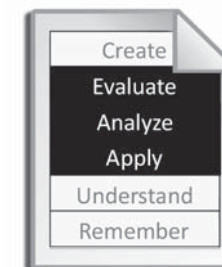
Rigor Implications

Verb

- Make
- Use
- Support

Level of Bloom's Taxonomy

- Applying
- Analyzing
- Evaluating



Instructional Implications

Improving vocabulary and world knowledge and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. Complex inference includes both inductive and deductive reasoning. Inductive reasoning involves using limited (very specific) information to making a general conclusion. Deductive reasoning involves supporting a generalization with specific information.

Grade 7 English Language Arts

(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. The student is expected to

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 7.10A as it relates to summary. It continues to support summary in Readiness Standards for fiction and expository texts and Supporting Standards for literary nonfiction, poetry, drama, and persuasive texts.
- Summarization is a strategy readers use to monitor and clarify comprehension during and after reading.
- This standard supports eighth grade Readiness and Supporting Standard TEKS 8.Fig19E, where students continue to summarize, paraphrase, and synthesize within and across texts. This standard ensures the proficiency of summarization as a way to monitor comprehension through grade 12.

How does it support the Readiness Standard(s)?

This standard supports summary, paraphrase, and synthesis in fiction, literary nonfiction, drama, poetry, expository, and persuasive texts. It supports Readiness Standard TEKS 7.10A as students evaluate summaries of original expository texts for accuracy.

May be adjusted according to local curriculum.



Academic Vocabulary

- Summarize
- Paraphrase
- Synthesis
- Plagiarism
- Logical order



Rigor Implications

Verb

- Summarize
- Paraphrase
- Synthesize

Level of Bloom's Taxonomy

- Understanding
- Applying
- Creating



Instructional Implications

Summarization is the process of organizing, categorizing, and filtering out less significant details in text. A summary communicates the author's interpretation and emphasis and does not include the reader's opinion or judgment. Paraphrasing is the process of restaging the meaning of a text(s) using different words. Synthesizing is the process of combining information from two or more texts and creating something new. In order to monitor and clarify comprehension and ensure a deep understanding of text, students must be able to identify and organize the essential information in text and bring the ideas together in their own words. Graphic organizers provide a tool for the organization of information.

Grade 7 English Language Arts

(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. Students are expected to

(B) distinguish factual claims from commonplace assertions and opinions;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Supporting Standard TEKS 7.11A as it relates to types of evidence.
- In sixth grade, students determined if facts were used for or against an issue. This standard requires students to continue to examine information presented in texts to determine its logic and usefulness as facts, assertions, or opinions.
- This standard provides a foundation for eighth grade Supporting Standard TEKS 8.10B as students continue to distinguish factual claims from commonplace assertions and opinion and evaluate their own inference and English I Supporting Standard TEKS E1.9B as students differentiate between opinions that are substantiated and unsubstantiated.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 7.11A as students read contemporary speeches and identify the different types of evidence presented to support an argument.

May be adjusted according to local curriculum.



Academic Vocabulary

- Factual claim
- Commonplace assertion
- Opinion



Rigor Implications

Verb

- Distinguish

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

It is important that students not automatically accept everything they read or hear. They must distinguish evidence as fact or non-fact in order to make sound decisions based on information presented. A factual claim is a statement that claims truth, a common place assertion is a common unfounded belief, and an opinion is a statement that contains value language. Students may need to examine each of these claims in depth in order to recognize them in texts.

Grade 7 English Language Arts

(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. Students are expected to

(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;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard works with Supporting Standard TEKS 7.11B as it relates to the types of techniques used to convince or persuade.
- In sixth grade, students examined the structure and viewpoints in persuasive texts. They will use this understanding to identify and analyze the structure of the central argument in speeches.
- This standard supports eighth grade Supporting Standard 8.11B as students continue to analyze persuasive techniques and supports English I Supporting Standard TEKS E1.10A as students analyze the relevance, quality, and credibility of evidence used to support an argument in persuasive texts.

How does it support the Readiness Standard(s)?

As students identify evidence to support an argument, they must distinguish sound evidence from techniques that intend to persuade and do not necessarily provide factual information. This standard works with Supporting Standard TEKS 7.11B, where students identify persuasive techniques.

May be adjusted according to local curriculum.



Academic Vocabulary

- Central argument
- Contemporary
- Policy speech
- Evidence
- Cause and effect
- Analogy
- Authority



Rigor Implications

Verb

- Analyze
- Identify

Level of Bloom's Taxonomy

- Remembering
- Analyzing



Instructional Implications

Persuasive structure is the organization and order of ideas. It includes an introduction, body, and conclusion. The body of the text provides evidence and details along with persuasive techniques to persuade or convince a central argument. In order to analyze the structure, students identify the central argument and the structural approach, determine evidence distinguishing opinions from facts, and explain how the structural approach, along with the evidence, supports the argument. Structures can include cause and effect, analogy, authority, and repetition. Evidence may include examples and statistics.

Grade 7 English Language Arts

(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. Students are expected to

(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard is important as it builds on learning from previous grades and provides support for future grades, as students learn to recognize persuasive technique and think critically to make sound decisions. This standard works with Supporting Standard TEKS 7.11A as it relates to the types of evidence used to support an argument.
- In previous grades, students identified what the author was trying to persuade the reader to think and do, explained how an author used language to influence the reader, and identified the author's position and the relationship among ideas of an argument. This standard builds on previous learning as students continue to examine persuasive techniques more extensively.
- This standard supports eighth grade Supporting Standard 8.11B as students continue to analyze persuasive techniques and supports English I Supporting Standard TEKS E1.10A as students analyze the relevance, quality, and credibility of evidence used to support an argument in persuasive texts.

How does it support the Readiness Standard(s)?

As students identify evidence to support an argument, they must distinguish sound evidence from techniques that intend to persuade and do not necessarily provide factual information. This standard supports Supporting Standard TEKS 7.11B where students identify types of evidence in speeches.

May be adjusted according to local curriculum.



Academic Vocabulary

- Rhetorical fallacy
- Ad hominem
- Exaggeration
- Stereotyping
- Categorical claim



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

It is important that students not automatically accept everything they read or hear. Recognizing persuasive techniques provides insight into the author's viewpoint and intent and supports the ability to make sound decisions. Rhetorical fallacies can include ad hominem, exaggeration, stereotyping, categorical claims, testimonials, appeals, scare tactics, and false needs. Persuasive techniques are found in persuasive texts and media.

Grade 7

English Language Arts

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

(B) explain the function of the graphical components of a text.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports all informational reading as it relates to the use of interpretation of graphics in texts.
- In sixth grade, students interpreted factual, quantitative, and technical information presented in graphics. This standard builds on prior learning and supports future learning as students not only interpret but understand the function of graphical components in texts.
- This standard supports eighth grade Supporting Standards TEKS 8.12B as students evaluate the clarity of graphics and English I Supporting Standard TEKS E1.11B as students analyze data from multiple graphical sources.

How does it support the Readiness Standard(s)?

This standard supports informational reading as students understand the purpose of graphics, interpret information presented in graphics, and use the information to complete a task, perform a procedure, solve a problem, or learn more about a topic.

May be adjusted according to local curriculum.



Academic Vocabulary

- Graphical component
- Function



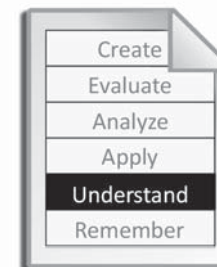
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Complexity increases as students continue to use graphics to support interpretation of procedural texts. This standard requires students to understand the function of graphics such as to clarify, summarize, or provide a visual.

Grade 7 English Language Arts

(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. Students are expected to

(A) interpret both explicit and implicit messages in various forms of media;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness and Supporting Standard TEKS 7.Fig19D as it relates to inference.
- In sixth grade, students understood explicit messages in a variety of media. This standard builds on prior learning as students interpret both explicit and implicit messages and serves as a foundation for media interpretation.
- This standard supports the study of media in eighth grade Supporting Standards TEKS 8.13A and 8.13B as students evaluate the role, techniques, and impact of media.

How does it support the Readiness Standard(s)?

This standard examines explicit and implicit messages in media as a foundation for interpretation of media and supports Readiness and Supporting Standard 7.Fig19D as students infer to understand implicit meaning in media and as a practice to support inference as students encounter other genres.

May be adjusted according to local curriculum.



Academic Vocabulary

- | | |
|-----------------|------------|
| • Media message | • Explicit |
| • Media form | • Implicit |



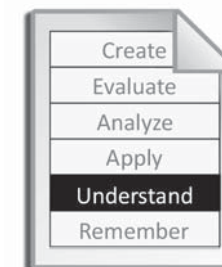
Rigor Implications

Verb

- Interpret

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Some media is persuasive in nature. Therefore, it is important to make the connection between persuasive text and media. Students need extended exposure to media that communicates implicit messages through print, body language, visuals, movement, and sound.

Grade 7 English Language Arts

(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. Students are expected to

(C) evaluate various ways media influences and informs audiences.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard works with Supporting Standard TEKS 7.13A as it relates to the message presented in media. This standard serves as a foundation for the future analysis of persuasive techniques and purposes in text and media.
- This standard supports eighth grade Supporting Standards TEKS 7.11B, 8.11B, and 8.13C as students identify and analyze the impact of persuasive techniques in persuasive text and media.

How does it support the Readiness Standard(s)?

This standard works with Supporting Standard TEKS 7.13A as students identify the message in media to determine if the message was presented to influence or inform.

May be adjusted according to local curriculum.



Academic Vocabulary

- Influence
- Inform



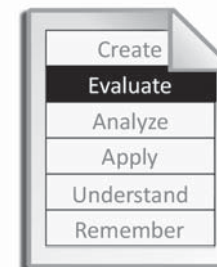
Rigor Implications

Verb

- Evaluate

Level of Bloom's Taxonomy

- Evaluating



Instructional Implications

It is critical that students understand media message, point of view, and techniques in media before they can evaluate the ways media influences or informs an audience. In evaluation, students determine the purpose (influence or inform), provide evidence to support the purpose, determine if the media was effective in influencing or informing, determine if the media would influence or inform someone else, and provide evidence to support why or why not the media would inform or influence someone else.

Reporting Category	# of Items	Readiness Standards	Supporting Standards
1 Composition	2 Comps	<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>7.16.A write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences</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 	
		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
2 Revision	16	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
3 Editing	24	<p>7.14.D edit drafts for grammar, mechanics, and spelling</p> <p>7.19.A identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>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</p> <p>7.20.A use conventions of capitalization</p> <p>7.20.B recognize and use punctuation marks</p> <p>7.21.A spell correctly, including using various resources to determine and check correct spellings</p>	7.19.A identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
			<p>7.19.B write complex sentences and differentiate between main versus subordinate clauses</p> <p>7.20.B recognize and use punctuation marks including</p> <ul style="list-style-type: none"> (i) commas after introductory words, phrases, and clauses (ii) semicolons, colons, and hyphens
Total Items	40 MC & 2 Comps	24-28 test questions from Readiness Standards	12-16 test questions from Supporting Standards
<p>Genres Represented in Revision and Editing Sections</p> <div> <div>Literary</div> <ul style="list-style-type: none"> Fiction Literary Nonfiction </div> <div> <div>Informational</div> <ul style="list-style-type: none"> Expository Persuasive (Editing Only) </div>			

Grade 7 Writing

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

(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;



Content Builder

What do the students need to know?

Content

This standard is the second step in the writing process and involves generating a plan to focus and organize thoughts and ideas in a coherent manner in order to write a draft. Drafting is a creative activity where students simply record their thoughts and ideas on paper as quickly as possible before they are lost. It is what writers do to transform ideas in their head into written text. Generating a plan involves choosing an appropriate organizational structure that helps determine the order to present thoughts and ideas based on genre, purpose, and topic.

Connections

In reading, students examine organizational structure in autobiographies, diaries, fictional adaptations, drama, fiction, expository, and persuasive texts as stated in Readiness and Supporting Standards. Exposures to a variety of structures in texts support students as they organize ideas to create their own writing.

To what degree will this learning impact learning two years down the road?

This standard supports English I Readiness Standard E1.13B as student use the writing process to compose a variety of written texts in timed and open-ended situations.



Academic Vocabulary

- Draft
- Organizational strategy
- Organizational structure
- Coherent



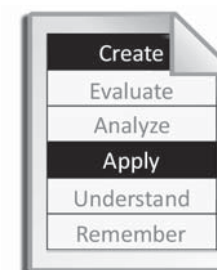
Rigor Implications

Verb

- Develop
- Create

Level of Bloom's Taxonomy

- Applying
- Creating



Instructional Implications

It is important that student generate an idea, categorize ideas, and select an appropriate genre in their head before planning and developing a draft on paper. Thinking aloud as you generate, categorize, and organize ideas to create a focused, coherent draft enhances student's abilities to do the same. Skipping lines and writing on one side of the paper allows space to edit and revise and reduces the amount of copies students have to write, which discourages writing. Graphic organizers support students as they organize their ideas and thoughts to write a draft.



Distractor Factor

When writing a draft, the focus is on content (putting thoughts on paper) and not editing and revision. It is difficult for students to create (putting thoughts on paper) and analyze (editing) at the same time.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7 Writing

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

(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;



Content Builder

What do the students need to know?

Content

Revision is the third step in the writing process and involves changing, adding, deleting or rearranging words, phrases, sentences, and/or paragraphs to clarify, enhance, and/or improve writing to accomplish the intended purpose and to engage the audience.

Connections

As students read, they identify and analyze authors' use of language and point of view. This supports students as they write and revise their own and other's stories and essays.

To what degree will this learning impact learning two years down the road?

This standard supports English I Readiness Standard E1.13C as students continue to use the writing process to revise their own and other's writing.



Academic Vocabulary

- | | |
|----------------------|----------------------|
| • Revise | • External coherence |
| • Precise | • Transition |
| • Vivid | • Simple sentence |
| • Imagery | • Compound sentence |
| • Point of view | • Complex sentence |
| • Internal coherence | |



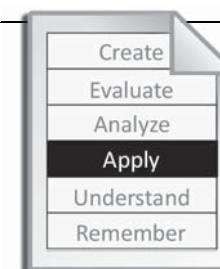
Rigor Implications

Verb

- Revise

Level of Bloom's Taxonomy

- Applying



Instructional Implications

It is essential that students recognize that revision is a necessary step for all writers and does not negate failure. Frequent revising of your own writing in front of students and then allowing students opportunities to make the same adjustments in their writing provides authentic and relevant practice. Asking questions (e.g., "Does this make sense?" "Is the writing engaging?") promotes critical thinking and provides a foundation as students peer and self revise. Providing a checklist with appropriate questions may be helpful. Instruction that focuses on the revision process alone will not ensure that students will be able to write effectively. Craft lessons (e.g., organization, sentence variety, language, coherence, etc.) will also need to be modeled and practiced as students engage in the writing process.



Distractor Factor

When revising a draft, the focus is on content (word choice, organization, coherence) and not conventions. The longer the time between writing the draft and revising, the easier revision is for students.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7 Writing

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

(D) edit drafts for grammar, mechanics, and spelling



Content Builder

What do the students need to know?

Content

Editing (sometimes called proofreading) follows revision and is the fourth step in the writing process. It involves the examination and correction of grammar, capitalization, punctuation, paragraphing, spelling, and handwriting. Editing prepares writing for publishing by enhancing the visual presentation of the writing.

Connections

Seventh grade Readiness Standards TEKS 7.19A, 7.19C, 7.20A, 7.20B, and 7.21A, along with seventh grade Supporting Standards TEKS 7.19Ai, ii, iii, iv, v, vi, vii, viii, 7.19B, and 7.20Bi and ii support this standard by providing students the skills needed to edit.

To what degree will this learning impact learning two years down the road?

This standard supports English I Readiness Standard TEKS E1.13D as students continue to edit drafts for grammar, mechanics, and spelling.



Academic Vocabulary

- Edit
- Grammar
- Draft
- Mechanics



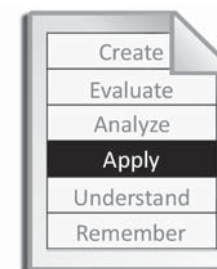
Rigor Implications

Verb

- Edit

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Teaching convention skills in isolation provides students knowledge and skills but does not support their application in writing. Grammar, punctuation, capitalization, spelling, and paragraphing should be taught by modeling the rules of conventions while writing in whole group and small group settings. Guided editing with a clear set of procedures and a checklist supports students as they class, peer and self edit. Peer and class editing are easier than self editing.



Distractor Factor

Editing focuses on the conventions of writing and does not change the content. It is critical that editing be completed separately from drafting and revising. Too much focus on conventions during writing or revision can stifle creativity.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7 Writing

(7.16) Writing. Students write about their own experiences. Students are expected to

(A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.



Content Builder

What do the students need to know?

Content

A personal narrative is a story that centers around an event in a person's life and is written in first person. It includes a defined focus around the event, communicates the importance for actions or consequences, and conveys the narrator's thoughts and/or feelings in the narrator's own voice. Narratives include a clear beginning, middle, and end and contain characters, events, actions, lively and descriptive language, and sometime dialogue. The primary purpose of a personal narrative is to entertain, but it can also be used to inform. Generally writers find personal narratives the easiest to write.

Connections

Students began writing about personal experiences in third grade and put their stories in a personal narrative format beginning in fifth grade. In sixth grade, students wrote narratives with focus and communicated the importance of consequences of actions.

To what degree will this learning impact learning two years down the road?

This standard serves as a foundation for English I Readiness Standard TEKS E1.14A as student use their craft skills to write an engaging literary story.



Academic Vocabulary

- Personal narrative
- Consequence



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Sometimes students tend to write with too many details and their narratives become wordy and lengthy. Students need to know that an effective personal narrative focus around one event. Graphic organizers that include a beginning, middle, and end help students organize their thoughts and focus on one idea. Personal narratives are a good place to teach and allow students to develop writers craft that can include using details, action verbs and precise words to create imagery and maintain connections with the reader, maintaining a consistent point of view, maintaining internal (within a paragraph) and external (within the whole piece) coherence, using a variety of sentence structures, using effective transitions, and using effective voice.



Distractor Factor

Student choice in topic is essential when writing a personal narrative. However, students may need direction on how to generate an original idea for a personal narrative. Too many prompts stifle the relevance in writing.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7 Writing

(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. Students are expected to

(A) write a multi-paragraph essay to convey information about a topic; (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; and , (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.



Content Builder

What do the students need to know?

Content

Expository writing provides information, ideas, opinions, descriptions, explanations, and arguments supported by significant details for specific audiences and purposes. An effective essay includes an engaging introduction that hooks the reader; a purpose or idea that makes the reader ask a question that will be answered by reading more; concise facts, details, and examples that support the main idea; an organizational pattern that presents information in a logical manner; a variety of sentence structures; effective transitions; clear, precise language that communicates synthesized information from multiple sources; and a concluding paragraph that provides closure to the essay. Students are supported academically through expository writing as they learn to write in order to communicate what they know. Refer to Supporting Standards TEKS 7.17Ai-v for more information about content.

Connections

This standard provides information for Readiness Standard TEKS 7.14C as students revise their own and other's writing.

To what degree will this learning impact learning two years down the road?

This standard supports English I Readiness Standard TEKS E1.15A as students continue to examine expository texts in order to write analytical essays.



Academic Vocabulary

- Essay



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Writing about what is known and what is interesting provides students a foundation as well as relevance for expository writing. Gathering and synthesizing information is a prewriting process that will require explicit instruction and extended practice as students engage in writing about new information and ideas. Refer to Supporting Standards for specific instructional implications for TEKS 7.17Ai-v.



Distractor Factor

Expository writing may be referred to as essay, composition, report, review, or nonfiction. However, nonfiction is not always synonymous with expository. Some literary works are nonfiction such as autobiography, biography, diary, and memoir. These works are called literary nonfiction.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7 Writing

(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. Students are expected to

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:



Content Builder

What do the students need to know?

Content

The parts of speech are the foundation of language. There are eight parts of speech in the English language to include verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections. Each part of speech has a function that supports oral communication, analysis of sentences in reading, and creation of sentences in writing.

Connections

Students examined basic functions of the parts of speech in speaking, writing, and reading beginning in kindergarten. The complexity of each part of speech and its function increase through English IV. This standard provides students the necessary skills to edit their own and other's writing.

To what degree will this learning impact learning two years down the road?

This standard supports English I Readiness Standard TEKS E1.17A as students continue to use and understand the function of the parts of speech in speaking, reading, and writing in order to edit their own and other's writing.



Academic Vocabulary

- Parts of speech



Rigor Implications

Verb

- Identify
- Use
- Understand

Level of Bloom's Taxonomy

- Remembering
- Understanding
- Applying



Instructional Implications

Teaching the parts of speech in isolation provides students knowledge and skills but does not support their application in speaking, reading, and writing. Exposing students to texts that demonstrate the language patterns and teaching students to become their own critics will enhance the application of grammar. Students need to understand that knowing the function of words enhances their oral communication skills, supports their understanding of text, and provides a foundation for sentence building as they write.



Distractor Factor

Using the parts of speech in oral language and reading supports their use in written language.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7 Writing

(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. Students are expected to

(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.



Content Builder

What do the students need to know?

Content

Sentences include simple sentences, compound sentences, and complex sentences that do not shift in tense and communicate a complete thought. Simple sentences have one subject and one verb, compound sentences have at least two independent clauses linked by a conjunction, and complex sentences have an independent clause and at least one dependent clause. Modifiers are words that act as adjectives and adverbs. An antecedent is a noun that a pronoun refers. Parallel structure is a technique in which the same grammatical structure is used show two or more ideas have equal importance. Tense is the verb agreement with the noun in number and person.

Connections

This standard combines skills needed for revision (variety of sentences) and editing (using proper modifiers, antecedents, parallel structure, and tense). This is the first time conventions standards address complex sentences.

To what degree will this learning impact learning two years down the road?

This standard serves as a foundation for English I Readiness Standard E1.17C as students use their understanding of sentence structure to use more sophisticated sentence structures to include compound-complex sentences.



Academic Vocabulary

- Simple sentence
- Compound sentence
- Complex sentence
- Modifier
- Antecedent
- Parallel structure



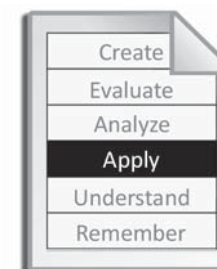
Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Students need support and practice to use a variety of sentences with varying structure and length in order to add style, energy, and emphasis to their writing. It is essential that sentence type and structure be taught through reading and writing and not in isolation. Students need to not only recognize effective sentences but must be able to construct effective sentences in their own writing.



Distractor Factor

Common mistakes students make include incorrect verb tense by using don't with singular and plural subjects. Sometimes when students try to write more complex sentences they create fragments or run-ons by using incorrect punctuation. They may need additional instruction in the understanding of simple sentences before they move to more complex ones.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7
Writing

(7.20) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(A) use conventions of capitalization;**Content Builder****What do the students need to know?****Content**

Conventions of capitalization are rules in language that provide consistency about important words. These rules remove uncertainty and help make writing clearer.

Connections

This standard provides students the necessary skills to edit their own and other's writing.

To what degree will this learning impact learning two years down the road?

This standard continues to support English I Readiness Standard E1.18A as students continue to use correct capitalization to edit their own and others' writing.

**Academic Vocabulary**

- Capitalization

**Rigor Implications****Verb**

- Use

Level of Bloom's Taxonomy

- Applying

**Instructional Implications**

Capitalization does not add to the content of writing, but it does improve communication. Teaching capitalization in isolation provides students knowledge and skills but does not support application in writing. Therefore, it is necessary to model effective capitalization in writing and provide students opportunities to apply the convention in their own writing. The following words should be capitalized as noted in previous grades and seventh grade: first word in a sentence, pronoun I, proper nouns, titles, abbreviations, initials, acronyms, first word of a salutation, closing of a letter, geographical names and places, historical periods, events, documents, organizations, languages, races, nationalities, first letter of the first word in a line of poetry, and first word in a direct quotation.

**Distractor Factor**

Some authors stray from the traditional rules of capitalization to present style and emphasis.

**Level of Difficulty (based on local data)**

- ☐ Moderate ☐ Challenging

(7.20) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) recognize and use punctuation marks



Content Builder

What do the students need to know?

Content

Conventions of punctuation are rules in language that provide consistency about fluency and sometimes meaning when reading and writing. These rules make writing clearer and enhance the reader's understanding of the content.

Connections

This standard provides students the necessary skills to edit their own and other's writing.

To what degree will this learning impact learning two years down the road?

This standard continues to support English I Readiness Standard E1.18B as students continue to use correct punctuation to edit their own and others' writing.



Academic Vocabulary

- Punctuation mark



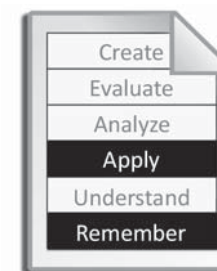
Rigor Implications

Verb

- Recognize
- Use

Level of Bloom's Taxonomy

- Remembering
- Applying



Instructional Implications

Punctuation does not add to the content of writing, but it does improve communication. Teaching punctuation in isolation provides students knowledge and skills but does not support punctuation application in reading and writing. Therefore, it is necessary to model fluent reading using punctuation when appropriate and model correct punctuation in writing while providing students opportunities to apply the convention in their own reading and writing. The following punctuation should be used as noted in previous grades and seventh grade: end of sentences, commas after salutation and closing of letters, comma in a series, comma after introductory words, phrase, and clauses, comma in compound sentences, commas and quotation marks in direct and divided quotations, semicolons, hyphens in two part words, apostrophes in contractions and possessives, periods in abbreviations, and colons in time.



Distractor Factor

Some authors stray from the traditional rules of punctuation to present style and emphasis.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

Grade 7
Writing

(7.21) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. Students are expected to

(A) spell correctly, including using various resources to determine and check correct spellings



Content Builder

What do the students need to know?

Content

Spelling is the most visual aspect of writing and is critical for writing fluency. Resources to determine and check correct spelling include personal dictionaries, electronic and print dictionaries, thesauri, glossaries, word walls, and spell checks.

Connections

The foundation of spelling begins in the early grades as students learn to decode, encode, and recognize words by sight. The development of spelling begins with approximations based on limited knowledge of letter-sound associations and moves to the understanding of common patterns and rules that serve as a foundation for spelling throughout college and career.

To what degree will this learning impact learning two years down the road?

This standard supports English I Readiness Standard TEKS E1.19A as students continue to spell correctly and use resources to check and correct spelling in their own and other's writing.



Academic Vocabulary

- Resource



Rigor Implications

Verb

- Spell
- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Focusing on memorizing the spellings of words has prompted the feeling that spelling is boring and difficult. Examining spelling through exploration of patterns in language provides an avenue for teaching spelling that is motivating, relevant, and lasting. Students learn to recognize and spell new words by applying the patterns of words they already know. Extensive reading increases the ability to spell new words. Using resources to check and correct spelling should be done during the drafting process of writing, so that it will not interfere with fluency. Teach students to use a code or symbol when writing to notify him/her to check the spelling during editing.



Distractor Factor

The ability to spell does not relate to a "good" writer and not being able to spell does not relate to a "poor" writer. Spelling belongs in editing not drafting.



Level of Difficulty (based on local data)

- ☐ Moderate ☐ Challenging

(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. Students are expected to

(A) write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard works with Readiness Standard TEKS 7.17A as it relates to writing a multi paragraph essay. It supports Readiness Standard TEKS 7.14C as it relates to revision.
- Students wrote expository essays in fifth and sixth grade that included effective introductions and concluding paragraphs. This standard continues the study of effective introductions and conclusions in expository essays.
- This standard provides a foundation for introduction, conclusion, and the use of a variety of sentences for English I Readiness and Supporting Standards TEKS E1.14C and E1.15Ai as students write analytical essays and revise their own and others' writing.

How does it support the Readiness Standard(s)?

This standard works with Readiness Standard TEKS 7.17A as students create effective introductions and conclusions to compose expository essays. It supports Readiness Standard TEKS 7.14C as students revise introductions and conclusions in their own and others' expository essays.

May be adjusted according to local curriculum.



Academic Vocabulary

- Introduction
- Conclusion



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

The first sentence in an effective introduction engages the writer and reveals or infers the topic. This is sometimes called a lead and there is no one specific way to write an introduction. However, they may include an anecdote, quotation, question, description of mood, tone, setting, character, announcement, background, or problem and may begin with dialogue or narrative. Extended exposure to effective introductions in literature, teacher essays, and student essays will support students as they write their own introductions. An effective conclusion leaves the reader with a sense of closure. Endings or conclusions are as important as introductions. However, students have difficulty with this because they have used all of their creativity and thinking and have nothing left for the ending. Encourage students to think about their conclusions from the beginning. As in introductions, students need extended exposure and modeling on different conclusions and will need to discuss how the conclusion brings closure to the essay.

(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. Students are expected to

(A) write a multi-paragraph essay to convey information about a topic that: (ii) contains a clearly stated purpose or controlling idea;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard works with Readiness TEKS 7.17A as it relates to writing a multi paragraph essay. It supports Readiness Standards TEKS 7.14C as it relates to revision.
- In sixth grade, students provided key understandings and evidence in their expository essays. This standard builds on the learning in sixth grade to ensure that writing is clearer and more focused to include a stated purpose or controlling idea.
- This standard provides a foundation for English I Readiness and Supporting Standard TEKS E1.15Aii as students write analytical essays with a controlling idea or thesis and revise their own and others' writing to ensure a controlling idea or thesis.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 7.17A as students include a stated purpose or controlling idea to compose expository essays. It supports Readiness Standard TEKS 7.14C as students revise their own and others' expository essays to ensure a stated purpose or controlling idea.

May be adjusted according to local curriculum.



Academic Vocabulary

- Stated purpose
- Controlling idea



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

An effective expository essay will state the purpose or goal of the essay or present a controlling idea that makes the reader ask a question to be answered if he/she continues to read the essay. The controlling idea helps the reader infer the purpose. Students may use their knowledge of using a topic sentence somewhere in the paragraph to sum up the paragraph meaning. Ensuring that information in each paragraph supports the stated purpose or controlling idea will ensure coherence throughout the essay.

(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. Students are expected to

(A) write a multi-paragraph essay to convey information about a topic that: (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard works with Readiness Standard TEKS 7.17A as it relates to writing a multi paragraph essay. It supports Readiness Standard TEKS 7.14C as it relates to revision.
- In previous grades, students logically organized facts and details to present information. This standard builds on previous learning to include the elimination of extraneous or inconsistent facts or details as students distinguish and organize information to present.
- This standard provides a foundation for English I Readiness and Supporting Standard TEKS E1.15Aiii as students organize information using an appropriate structure to write analytical essays and revise their own and others' writing to ensure information is organized effectively.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 7.17Aiii as students distinguish, organize, and include significant and consistent facts and details to write expository essays. It supports Readiness Standard TEKS 7.14C as students revise their own and others' expository essays to ensure that facts and details are organized in a logical manner and that the essay does not include extraneous or inconsistent information.

May be adjusted according to local curriculum.



Academic Vocabulary

- Extraneous
- Inconsistency



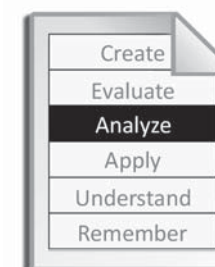
Rigor Implications

Verb

- Organize

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Facts, details, and examples included in expository essays should support the stated purpose, controlling idea, or topic. Thinking about what the fact or detail is saying and why it is important will help students identify unimportant and inconsistent information in their writing. Organizing this information is sometimes difficult for students. The ability to summarize, paraphrase, and synthesize ideas in reading supports students as they organize information in writing. Students apply their knowledge of topic and purpose to select a logical organizational structure for their own writing. Organizational structures can include sequence, order of importance, cause and effect, compare and contrast, classification, description, and problem-solution. Teaching organizational structure in writing is supported by the study of structures in texts that students read.

(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. Students are expected to

(A) write a multi-paragraph essay to convey information about a topic that:
(iv) accurately synthesizes ideas from several sources;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard works with Readiness Standard TEKS 7.17A as it relates to writing a multi paragraph essay. It supports Readiness Standards TEKS 7.14C as it relates to revision. It works with Reading Readiness Standard TEKS 7.Fig19D as it relates to summary, paraphrase, and synthesis, and works with Supporting Standard TEKS 7.17Aiii as it relates to facts and details.
- In sixth grade, students collected information in order to write expository essays. This standard builds on the ability to collect information as students distinguish and synthesize important facts, details, and examples from multiple texts to write expository essays.
- This standard provides a foundation for the synthesis of information to communicate new ideas or provide information as students prepare to encounter and write expository essays in preparation of career and college.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 7.14C and works with Readiness Standard TEKS 7.17Aiii and Reading Readiness Standard TEKS 7.Fig19D as students distinguish, organize, and synthesize significant and consistent facts and details from several sources to write an expository essay. It supports Readiness Standard TEKS 7.14C as students revise their own and others' expository essays to ensure that information has been synthesized and communicated accurately.

May be adjusted according to local curriculum.



Academic Vocabulary

- Synthesize



Rigor Implications

Verb

- Synthesize

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Gathering and synthesizing information is a prewriting process that will require explicit instruction and extended practice as students engage in writing about new information and ideas. Brainstorming about a topic before gathering information allows students to use their own background knowledge to build on as they research the topic. After brainstorming, students generate questions about the topic and revise their questions as they gather information from multiple sources. This serves as a map for gathering, recording and drawing conclusions from the information gathered.

(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. Students are expected to

(A) write a multi-paragraph essay to convey information about a topic that: (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard works with Readiness Standard TEKS 7.17A as it relates to writing a multi-paragraph essay. It supports Readiness Standards TEKS 7.14C and 7.14D as they relate to revision and editing.
- In sixth grade, students wrote and revised expository essays to include a variety of sentence structures and transitions. This standard continues the study of sentence structure and transitions while increasing in complexity as students are required to also include a variety of rhetorical devices.
- The standard supports English I Supporting Standard TEKS E1.17Av as students continue to use a variety of sentence structures, rhetorical devices, and transitions to write expository essays and to revise and edit their own writing and others' to ensure a variety of sentence structures and effective use of rhetorical devices and transitions.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 7.17Av as students use a variety of sentences, sentence structures, language, and transitions to write an expository essay. It supports Readiness Standards TEKS 7.14C and 7.14D as students revise their own and others' expository essays to ensure effective language, sentence, and transitions have been used to support the purpose and perspective and Readiness Standard TEKS 7.14D as students edit to ensure a variety of sentence structures and effective transition words and phrases.

May be adjusted according to local curriculum.



Academic Vocabulary

- Sentence structure
- Rhetorical
- Transition



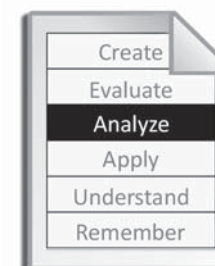
Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

It is essential that students understand how to use paragraphs to signal new ideas without gaps in information and how to use language to make transitions within and between paragraphs without chopiness. The appropriate use of transition words and phrases, varying sentence structures, and rhetorical devices supports the presentation of information that is connected and fluid. Rhetorical devices add variety and liveliness to engage and connect the reader in order to convince him/her to realize the point of view presented. Instructing students to locate interesting sentences in texts and determine what they do (e.g., present a fact in an interesting way) helps students apply these skills in their own writing.

(7.18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that

(A) establishes a clear thesis or position;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 7.14C as it relates to revision.
- In sixth grade, students wrote persuasive texts that included a position and evidence to support the position. This standard builds on previous learning by requiring students to openly establish a position and intention in their writing.
- This standard provides a foundation for English I Supporting Standard E1.16A as students establish a position and intention and support the position with precise and relevant evidence.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 7.14C as students revise persuasive texts to ensure that a clear thesis or position has been established.

May be adjusted according to local curriculum.



Academic Vocabulary

- Thesis
- Position
- Argument



Rigor Implications

Verb

- Establishes

Level of Bloom's Taxonomy

- Creating



Instructional Implications

A thesis or position is what the author believes and what he/she intend to prove (argument) in order to convince the reader. The most common arguments center on benefits, goals, and values.

Grade 7
Writing

(7.18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that

(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standard TEKS 7.14C as it relates to revision. It works with Reading Supporting Standard TEKS 7.11A as it relates to types of evidence.
- In previous reading Readiness and Supporting standards, students explored expository texts to distinguish fact from opinion, verify facts, and explain if facts were for or against an issue. They examined persuasive texts to identify the author's point of view and persuasive techniques. In writing, students wrote persuasive essays that established a position and included sound reasoning and relevant evidence. This standard builds on prior reading and writing experiences as students continue to write and revise persuasive texts to include a logical organization of factual evidence.
- This standard supports English I Supporting Standards TEKS E1.16A and E1.16B as students continue to write and revise persuasive texts to include a clear position, logical, clear, and precise evidence, and counter arguments.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standard TEKS 7.14C as students revise persuasive texts to ensure that evidence is factual and logically organized in a way that supports the author's point of view. It works with reading Supporting Standard TEKS 7.11A as students examine and understand types of evidence in texts to support their own writing and revising of persuasive texts to include sound evidence.

May be adjusted according to local curriculum.



Academic Vocabulary

- Evidence
- Fact
- Viewpoint
- Opinion



Rigor Implications

Verb

- Write
- Include
- Support

Level of Bloom's Taxonomy

- Applying
- Evaluating
- Creating



Instructional Implications

Evidence is sound reasoning that is supported with factual examples, statistics, details, and credible testimonials void of opinion. It is essential that the presented evidence supports the author's thesis, position, and viewpoint. The organization of the presentation must be logical in order for reader's to connect and understand. Most persuasive essays are organized into three parts: thesis or position, arguments with evidence, and closure.

Grade 7
Writing

(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. Students are expected to

(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;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 7.14D and 7.19A as it relates to editing the parts of speech.
- In first grade through third grade, students examined past, present, and future verbs and in sixth grade they examined irregular, passive, and active verbs. This standard builds on prior knowledge about verbs as students identify, understand, and use more complex verb forms to include perfect tense and progressive tense and participles.
- This standard continues to serve as a foundation for the study of verbs and supports English I Supporting Standard E1.17Ai as students edit their own and others' writing to ensure the appropriate use of complex verbs to include passive and active tenses and gerunds.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standards TEKS 7.14D and 7.19A as students edit their own and other's writing for the correct use of participles and verb tense in fiction, literary nonfiction, expository, and persuasive writing.

May be adjusted according to local curriculum.



Academic Vocabulary

- Perfect tense
- Progressive tense
- Participle



Rigor Implications

Verb

- Identify
- Use
- Understand

Level of Bloom's Taxonomy

- Remembering
- Understanding
- Applying



Instructional Implications

Tense is the verb agreement with the noun in person and number, singular and plural. Perfect tense verbs include present, past perfect, and future perfect tenses. They are verb forms that indicate an act has been completed. Present perfect tense verbs are used when the action is completed and the verb has or have is used. Past perfect tense verbs are used when the action was completed and the verb had is used. Future perfect tense is used when the action will be completed and the verb will have or shall have is used. Progressive tense verbs indicate that an action is ongoing. Participle is a verb form that utilizes the use of *ed* and *ing* for regular verbs and irregular past tense forms. Participles are used to create the perfect tense or to serve as a modifier. Using correct grammar in speaking supports its use in writing.

(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. Students are expected to

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(ii) appositive phrases;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 7.14D and 7.19A as it relates to editing the parts of speech.
- This standard is an introductory standard for appositive phrases.
- This standard continues to support students as they edit their own and others' writing to clarify the correct use appositives, nouns, and pronouns.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standards TEKS 7.14D and 7.19A as students edit their own and others' writing for the correct use of appositive phrases in fiction, literary nonfiction, expository, and persuasive writing.

May be adjusted according to local curriculum.



Academic Vocabulary

- Appositive rate



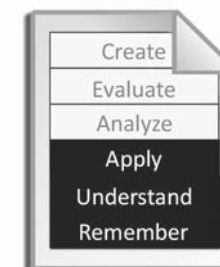
Rigor Implications

Verb

- Identify
- Use
- Understand

Level of Bloom's Taxonomy

- Remembering
- Understanding
- Applying



Instructional Implications

An appositive phrase is a word or group of words that mean the same thing as the noun or pronoun to which it refers (antecedents). It appears directly after the noun or pronoun and is set apart from the sentence with commas. Appositives provide double exposure to a noun or pronoun and can be lifted from the sentence without changing the content. The appositive phrase and the antecedent should be in the same tense. Having students visualize simple sentences and continue to visualize the sentence when appositive phrases are added supports understanding of appositive phrases.

Grade 7 Writing

(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. Students are expected to

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(iii) adverbial and adjectival phrases and clauses;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 7.14D and 7.19A as they relate to editing the parts of speech. It works with Supporting Standard TEKS 7.19Aii as it relates to phrases.
- This standard is an introductory standard to adverbial and adjectival phrases and clauses.
- This standard continues to support students as they edit their own and others' writing to clarify, describe, or extend nouns, adverbs, verbs, adjective, and pronouns.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standards TEKS 7.14D and 7.19A as students edit their own and others' writing for the correct use of adverbial and adjectival phrases and clauses in fiction, literary nonfiction, expository, and persuasive writing. This standard, along with Supporting Standard TEKS 7.19Aii, provides the study of how groups of words clarify, describe, and/or extend the meaning of nouns and pronouns.

May be adjusted according to local curriculum.



Academic Vocabulary

- Adverbial phrase
- Adverbial clause
- Adjectival phrase
- Adjectival clause



Rigor Implications

Verb

- Identify
- Use
- Understand

Level of Bloom's Taxonomy

- Remembering
- Understanding
- Applying



Instructional Implications

Phrases and clauses are sometimes confusing to students. A clause includes a subject or verb and a phrase does not include a subject or verb. An adjectival clause begins with a relative pronoun and tells which one and an adjectival phrase acts like an adjective and modifies a noun or pronoun. An adverbial clause tells why, how, when and under what condition things have or will be done. It can be located at the beginning, middle or end of a sentence. An adverbial phrase acts like an adverb and modifies a verb, adverb, or adjective. Manipulating simple sentences by adding adjectival and adverbial phrases and clauses provides a visual of how each clause and phrase can be used in writing. Make sure to model the correct punctuation for each clause and phrase.

(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. Students are expected to

(A) Identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards 7.14C, 7.14D and 7.10A as it relates to revising and editing the parts of speech.
- In first through fifth grades, students understood and used adverbs. In sixth grade and in this standard, students understand and use of conjunctive adverbs.
- This standard continues to support students as they edit and revise their own and others' writing to verify smooth transitions among ideas.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standards TEKS 7.14C, 7.14D, and 7.19A as students revise and edit their own and others' writing for the correct use of conjunctive adverbs in fiction, literary nonfiction, expository, and persuasive writing.

May be adjusted according to local curriculum.



Academic Vocabulary

- Conjunctive adverb



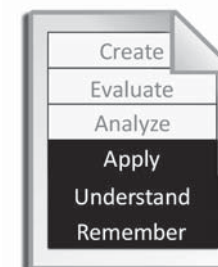
Rigor Implications

Verb

- Identify
- Use
- Understand

Level of Bloom's Taxonomy

- Remembering
- Understanding
- Applying



Instructional Implications

Conjunctive adverbs show addition, comparison, contrast, example, summary, and time by linking sentences and paragraphs. They are also known as transition words to include consequently, furthermore, indeed, of course, nevertheless, etc. Conjunctive adverbs can be used at the beginning, middle, and end of a sentence and are usually set apart by a comma(s). The appropriate use of conjunctive adverbs facilitates the effectiveness in communicating information that is not choppy and disconnected.

Grade 7 Writing

(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. Students are expected to

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(v) prepositions and prepositional phrases and their influence on subject-verb agreement;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 7.14D and 7.19A as they relate to editing the parts of speech.
- Kindergarten through sixth grade addressed prepositional phrases. In this standard, students continue to study prepositional phrases to include their influence on subject-verb agreement.
- This standard continues to support students as they edit their own and others' writing to clarify the use of prepositional phrases.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standards TEKS 7.14D and 7.19A as students edit their own and others' writing for correct use of subject-verb agreement in sentences containing prepositional phrases in fiction, literary nonfiction, expository, and persuasive writing.

May be adjusted according to local curriculum.



Academic Vocabulary

- Prepositional phrase



Rigor Implications

Verb

- Identify
- Use
- Understand

Level of Bloom's Taxonomy

- Remembering
- Understanding
- Applying



Instructional Implications

When a prepositional phrase is located between the subject and the verb, the verb must agree with the subject. Crossing out the prepositional phrase in the sentence helps students determine the correct subject-verb agreement.

(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. Students are expected to

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(vi) relative pronouns (e.g., whose, that, which);



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 7.14D and 7.19A as they relate to editing the parts of speech.
- Personal, possessive, reflexive, and indefinite pronouns were addressed in previous grades. This standard continues the study of pronouns to include relative pronouns.
- This standard supports English I Supporting Standard TEKS E1.17Aii as students edit the correct use of restrictive and nonrestrictive clauses in their own and others' writing.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standards TEKS 7.14D and 7.19A as students edit their own and others' writing for the correct use of relative pronouns in fiction, literary nonfiction, expository, and persuasive writing.

May be adjusted according to local curriculum.



Academic Vocabulary

- Relative pronoun



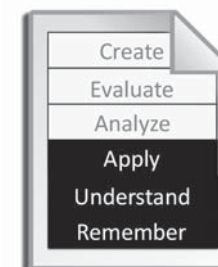
Rigor Implications

Verb

- Identify
- Use
- Understand

Level of Bloom's Taxonomy

- Remembering
- Understanding
- Applying



Instructional Implications

A relative pronoun is a pronoun that relates or connects parts of a sentence. Relative pronouns are as follows: that, who, which, whoever, whom, whomever, and whose. Use that when referring to objects. Use who and whom when referring to people. Use who and whoever in the subject position and whom and whomever if the pronoun functions as an object. If students use relative pronouns incorrectly when speaking, it is likely that they will use them incorrectly when writing and editing.

Grade 7
Writing

(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. Students are expected to

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(vii) subordinating conjunctions (e.g., because, since);



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 7.14D and 7.19A as they relate to the editing of the parts of speech.
- Subordinating conjunctions were introduced in fifth grade. This standard continues the identification, understanding, and use of subordinating conjunctions.
- This standard continues to support students as they edit their own and others' writing to clarify the use of coordinating and subordinating conjunction to connect clauses.

How does it support the Readiness Standard(s)?

This standard supports Readiness Standards TEKS 7.14D and 7.19A as students edit their own and others' writing for the correct use of subordinating conjunctions in fiction, literary nonfiction, expository, and persuasive writing.

May be adjusted according to local curriculum.



Academic Vocabulary

- Subordinating conjunction



Rigor Implications

Verb

- Identify
- Use
- Understand

Level of Bloom's Taxonomy

- Remembering
- Understanding
- Applying



Instructional Implications

A subordinating conjunction introduces an independent clause and connects it to an independent clause (e.g., When I get home, I am going to take a bath and relax.) AAWWUBBIS is a mnemonic device to remember subordinating conjunctions: allow, although, as, when, while, until, because, before, if, since.

(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. Students are expected to

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(viii) transitions for sentence to sentence or paragraph to paragraph coherence;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 7.14C, 7.14D, and 7.19A as they relate to editing and revising the parts of speech. It works with Supporting Standard TEKS 7.19Aiv as it relates to transitions.
- In previous grades, students examined transition words and how they helped sustain a thought or idea in a way that connected without abrupt breaks. This standard builds on prior knowledge as students transition between sentences and paragraphs for coherence.
- This standard continues to support students as they revise and edit their own and others' writing to clarify the use of transitions between sentences and paragraphs to communicate ideas and thoughts.

How does it support the Readiness Standard(s)?

This standard supports Supporting Standards TEKS 7.14C, 7.14D and 7.19A as students revise and edit their own and others' writing for the effectiveness of transitioning ideas within sentences and paragraphs in fiction, literary nonfiction, expository, and persuasive writing. It works with Supporting Standard TEKS 7.19Aiv as students understand and use conjunctive adverbs to connect ideas.

May be adjusted according to local curriculum.



Academic Vocabulary

- Transition
- Coherence



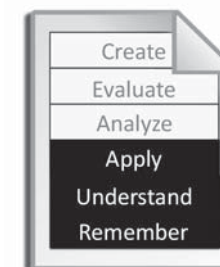
Rigor Implications

Verb

- Identify
- Use
- Understand

Level of Bloom's Taxonomy

- Remembering
- Understanding
- Applying



Instructional Implications

In previous grades, students examined common transition words and phrases that help connect thoughts and ideas. In seventh grade, students understand how conjunctive adverbs can be used to connect ideas. Students need to understand that transitions are not just about adding words and phrases, but are about how well the information flows and how the author connects sentences and paragraphs so that the reader can understand the content. If an author presents information in an effective organizational structure, uses precise and vivid wording, and uses a variety of sentence structures, few transition words or phrases are needed.

Grade 7
Writing

(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. Students are expected to

(B) write complex sentences and differentiate between main versus subordinate clauses;



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 7.14C and 7.14D as they relate to editing and revising. It works with Readiness Standard TEKS 7.20C and Readiness and Supporting Standard 7.17Av as they relate to sentence structures.
- In previous grades, students examined simple and compound sentences. Students build on prior knowledge as complexity increases in this standard to include complex sentences.
- This standard supports English I Readiness Standard E1.17C as students revise and edit the use of complex sentence structures to include compound, complex, and compound-complex sentences in their own and others' writing.

How does it support the Readiness Standard(s)?

This standard supports Supporting Standards TEKS 7.14C and 7.14D as students edit and revise their own and others' writing for the use and effectiveness of a variety of sentences in fiction, literary nonfiction, expository, and persuasive writing. It works with Readiness Standard 7.20C and Readiness and Supporting Standard 7.17Av as students identify, use and write a variety of sentences to include simple, compound, and complex sentences that include properly placed modifiers, correctly identifies antecedents, parallel structure, and consistent tense.

May be adjusted according to local curriculum.



Academic Vocabulary

- Complex sentence
- Main clause
- Independent clause
- Subordinate clause
- Dependent clause



Rigor Implications

Verb

- Write

Level of Bloom's Taxonomy

- Creating



Instructional Implications

A complex sentence is a sentence with an independent clause and at least one dependent clause. An independent clause or main clause includes a subject and verb and can stand alone. A dependent clause or subordinate clause includes a subject and verb but cannot stand alone. It modifies the independent clause. Most subordinating clauses begin with a subordinating conjunction. Manipulating main (independent) clauses by adding subordinating clauses provides a visual of how each clause is used to create a complex sentence and can be used in writing. Make sure to model the correct punctuation for complex sentences.

(7.20) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.

Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) recognize and use punctuation marks: (i) commas after introductory words, phrases, and clauses;

**Supporting the Readiness Standards**

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

- This standard supports Readiness Standards TEKS 7.14D and 7.20B as they relate to punctuation and editing.
- In previous grades, students examined commas in compound sentences, in a series, and in dates. This serves as an introductory standard for the use of commas after introductory words, phrases, and clauses.
- This standard supports English I Supporting Standard E1.18Bii as students continue to use commas in more complex sentence structures such as nonrestrictive phrases and clauses and contrasting expressions to write and edit their own and others' writing.

How does it support the Readiness Standard(s)?

This standard supports Supporting Standards TEKS 7.14D and 7.20B as students edit their own and others' writing for the effectiveness and accuracy of comma use in fiction, literary nonfiction, expository, and persuasive texts.

May be adjusted according to local curriculum.

**Academic Vocabulary**

- Introductory word
- Introductory phrase
- Introductory clause

**Rigor Implications**

Verb

- Recognize
- Use

Level of Bloom's Taxonomy

- Remembering
- Applying



Instructional Implications

Commas are placed after introductory words, phrases, and clauses.

(7.20) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.

Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) recognize and use punctuation marks: (ii) semicolons, colons, and hyphens.**Supporting the Readiness Standards****What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

- This standard supports Readiness Standards TEKS 7.14D and 7.20B as they relate to punctuation and editing.
- This serves as an introductory standard for the use of semicolons, colons, and hyphens.
- This standard continues to support students as they edit their own and others' writing to clarify the use of semicolons, colons, and hyphens.

How does it support the Readiness Standard(s)?

This standard supports Supporting Standards TEKS 7.14D and 7.20B as students edit their own and others' writing for the effectiveness and accuracy of semicolons, colons, and hyphens in fiction, literary nonfiction, expository, and persuasive texts.

May be adjusted according to local curriculum.

**Academic Vocabulary**

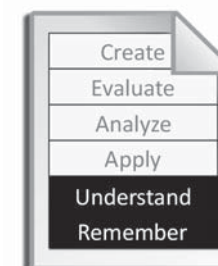
- Semicolon
- Colon
- Hyphen

**Rigor Implications****Verb**

- Recognize
- Use

Level of Bloom's Taxonomy

- Remembering
- Understanding

**Instructional Implications**

Punctuation does not add to the content of writing, but it does improve communication. They are visual clues to tell the reader something about what is being read. It may help students to discover that semicolons act more like a period when used to separate two independent clauses and more like a comma when it separates a series of items that already contain commas. A colon is used to announce what will follow. The first word after a colon is capitalized only if it is a proper noun. A hyphen is used to join two words to indicate one concept.