

| Literacy Routines (embedded in Read Aloud, Word Study, Core Reading, Independent Reading, and Writing)    |   |
|---|---|
| Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking     |   |
| <b>7.1 Oral language.</b> The student develops oral language through listening, speaking, and discussion. |   |
| Application   | Instructional Focus   |
| 7.1 <i>communicate ideas effectively through speaking and discussion</i>                                  | 7.1(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas<br>7.1(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems<br>7.1(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively<br>7.1(D) engage in meaningful discourse and provide and accept constructive feedback from others |

| Word Study  |  |
|---|--|
| Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking |  |
| <b>7.2 Vocabulary.</b> The student uses newly acquired vocabulary expressively.                             |  |
| Application   | Instructional Focus  |
| 7.2 <i>use skills to support strategies for determining the meaning of unknown words while reading</i>      | 7.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech <b>(S)</b><br>7.2(B) use context such as contrast or cause and effect to clarify the meaning of words <b>(R)</b><br>7.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent <b>(S)</b> |

| Core Reading  |   |   |   |   |   |   |  |  |   |   |
|---|---|---|---|---|---|---|--|--|---|---|
| Tools to Know ⓘ   |   |   |   |   |   |   |  |  |   |   |
| Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking   |   |   |   |   |   |   |  |  |   |   |
| 7.2 <b>Vocabulary.</b> The student uses newly acquired vocabulary expressively.   |   |   |   |   |   |   |  |  |   |   |
| 7.3 <b>Fluency.</b> The student reads grade-level text with fluency and comprehension.  |   |   |   |   |   |   |  |  |   |   |
| Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts  |   |   |   |   |   |   |  |  |   |   |
| 7.5 <b>Comprehension.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.   |   |   |   |   |   |   |  |  |   |   |
| Reading Process: Thinking Within the Text   |   |   |   |   |   | Comprehension: Thinking with the Text   |  |  |   |   |
| 7.3(A) adjust fluency when reading grade-level text based on the reading purpose  | 7.5(A) establish purpose for reading assigned and self-selected texts | 7.2(B) use context such as contrast or cause and effect to clarify the meaning of words (R)   | 7.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information   | 7.5(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S) [Literary]   | 7.5(D) create mental images to deepen understanding   | 7.5(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down | 7.5(E) make connections to personal experiences, ideas in other texts, and society (R) | 7.5(F) make inferences and use evidence to support understanding (R) | 7.5(G) evaluate details read to determine key ideas (R) | 7.5(H) synthesize information to create new understanding (R) [Informational] |
| Ways to Show: Thinking About the Meaning  |   |   |   |   |   |   |  |  |   |   |
| Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts   |   |   |   |   |   |   |  |  |   |   |
| 7.7 <b>Literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.  |   |   |   |   |   |   |  |  |   |   |
| 7.8 <b>Genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.                             |   |   |   |   |   |   |  |  |   |   |
| 7.9 <b>Author's purpose.</b>  |   |   |   |   |   |   |  |  |   |   |
| Application   | Instructional Focus   | Fiction* ⓘ  | Poetry  | Drama   | Informational ⓘ   | Argumentative   | Multimodal/Digital   |  |   |   |
| 7.7/7.8/7.9 <b>comprehend</b> the author's purpose and meaning in increasingly complex texts and in multiple genres; <b>analyze</b> the relationships among literary elements and structures and how they contribute to the overall meaning | Genre Characteristics   | 7.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction (S) | stanza, poet, rhyme scheme, figurative language   | character tags, scene, stage directions   | 7.8(D) analyze characteristics and structural elements of informational text, including: (ii) features such as references or acknowledgements (S) | 7.8(E) analyze characteristics and structures of argumentative text   | 7.8(F) analyze characteristics of multimodal and digital texts                         |  |   |   |
|   |   | 7.9(A) explain the author's purpose and message within a text (R)   | 7.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction (S) | 7.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction (S) | 7.9(A) explain the author's purpose and message within a text (R)   | 7.9(A) explain the author's purpose and message within a text (R)   | 7.9(A) explain the author's purpose and message within a text                          |  |   |   |
|   | Overall Meaning   | 7.7(A) infer multiple themes within and across texts using text evidence (S)  | 7.9(A) explain the author's purpose and message within a text (R)   | 7.9(A) explain the author's purpose and message within a text (R)   | 7.9(A) explain the author's purpose and message within a text (R)   | 7.9(A) explain the author's purpose and message within a text (R)   | 7.9(A) explain the author's purpose and message within a text                          |  |   |   |
|   |   | 7.7(A) infer multiple themes within and across texts using text evidence (S)  | 7.7(A) infer multiple themes within and across texts using text evidence (S)  | 7.7(A) infer multiple themes within and across texts using text evidence (S)  | 7.8(D) (i) [analyze] the controlling idea or thesis with supporting evidence (R)  | 7.8(E) (i) identifying the claim (R)  | 7.8(E) (iii) identifying the intended audience or reader (S)                           |  |   |   |
|   | Analysis for Deeper Meaning   | 7.7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot (R)  | 7.7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot (R)  | 7.7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot (R)  | 7.8(D) (iii) [analyze] organizational patterns that support multiple topics, categories, and subcategories (S)                                    | 7.8(E) (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument (R)                              | (refer to the genre)   |  |   |   |
|   |   | 7.7(B) analyze how characters' qualities influence events and resolution of the conflict (R)  | 7.7(B) analyze how characters' qualities influence events and resolution of the conflict (R)  | 7.7(B) analyze how characters' qualities influence events and resolution of the conflict (R)  |   |   |  |  |   |   |
|   |   | 7.7(D) analyze how the setting influences character and plot development (S)  | 7.7(D) analyze how the setting influences character and plot development (S)  | 7.7(D) analyze how the setting influences character and plot development (S)  |   |   |  |  |   |   |
|   |   | 7.8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms (S)               | 7.8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms (S)               | 7.8(C) analyze how playwrights develop characters through dialogue and staging (S)  |   |   |  |  |   |   |

\* Literary nonfiction selections may appear on a STAAR assessment, but genre-specific knowledge will not be assessed.

## Author's Craft: Thinking About the Writing

**7.9 Author's purpose and craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

| Application   | Instructional Focus  | Fiction*  | Poetry  | Drama   | Informational   | Argumentative   | Multimodal/Digital  |
|---|----------------------|---|---|---|---|---|---|
| <b>7.9</b><br><i>analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</i> | <b>Point of View</b> | 7.9(E) identify the use of literary devices, including subjective and objective point of view (S)                               | 7.9(E) identify the use of literary devices, including subjective and objective point of view (S)                               | 7.9(E) identify the use of literary devices, including subjective and objective point of view (S)                               |   |   | 7.9(E) identify the use of literary devices, including subjective and objective point of view   |
|   | <b>Structure</b>     | 7.9(B) analyze how the use of text structure contributes to the author's purpose (S)  | 7.9(B) analyze how the use of text structure contributes to the author's purpose (S)  | 7.9(B) analyze how the use of text structure contributes to the author's purpose (S)  | 7.9(B) analyze how the use of text structure contributes to the author's purpose (S)  | 7.9(B) analyze how the use of text structure contributes to the author's purpose (S)  | 7.9(B) analyze how the use of text structure contributes to the author's purpose  |
|   |                      | 7.9(C) analyze the author's use of print and graphic features to achieve specific purposes (S)                                  | 7.9(C) analyze the author's use of print and graphic features to achieve specific purposes (S)                                  | 7.9(C) analyze the author's use of print and graphic features to achieve specific purposes (S)                                  | 7.9(C) analyze the author's use of print and graphic features to achieve specific purposes (S)  | 7.9(C) analyze the author's use of print and graphic features to achieve specific purposes (S)  | 7.9(C) analyze the author's use of print and graphic features to achieve specific purposes  |
|   | <b>Language</b>      | 7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (S) | 7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (S) | 7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (S) | 7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (S)   | 7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (S)   | 7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes   |
|   |                      | 7.9(F) analyze how the author's use of language contributes to mood, voice, and tone (S)  | 7.9(F) analyze how the author's use of language contributes to mood, voice, and tone (S)  | 7.9(F) analyze how the author's use of language contributes to mood, voice, and tone (S)  | 7.9(F) analyze how the author's use of language contributes to mood, voice, and tone (S)  | 7.9(F) analyze how the author's use of language contributes to mood, voice, and tone (S)  | 7.9(F) analyze how the author's use of language contributes to mood, voice, and tone  |
|   |                      |   |   |   | 7.9(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations (S) | 7.9(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations (S) | 7.9(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations |

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## Independent Reading

**7.4 Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

7.4(A) self-select text and read independently for a sustained period of time

## Responding to Text (applied to both Reading and Writing)

**7.6 Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

## Ways to Show (Response Skills)

|   |  |   |   |  |   |  |  |   |
|---|--|---|---|--|---|--|--|---|
| 7.6(A) describe personal connections to a variety of sources, including self-selected texts | 7.6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres (R) | 7.6(C) use text evidence to support an appropriate response (R) | 7.6(D) paraphrase and summarize texts in ways that maintain meaning and logical order (R) | 7.6(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | 7.6(F) respond using newly acquired vocabulary as appropriate | 7.6(G) discuss and write about the explicit or implicit meanings of text | 7.6(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice | 7.6(I) reflect on and adjust responses as new evidence is presented |
|---|--|---|---|--|---|--|--|---|

## Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts

**7.10 Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

**7.11 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

| Application   | Tools to Know (Writing Process) ⓘ  |
|---|--|
| 7.11(A) compose <b>literary texts</b> such as personal narratives, fiction, and poetry using genre characteristics and craft  | 7.10(A) <b>plan a first draft</b> by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests  |
| 7.11(B) compose <b>informational texts</b> , including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft (R) | 7.10(B) <b>develop drafts</b> into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> <li>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (R)</li> <li>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples (R)</li> </ul>  |
| 7.11(C) compose multi-paragraph <b>argumentative texts</b> using genre characteristics and craft (R)  | 7.10(C) <b>revise drafts</b> for clarity, development, organization, style, word choice, and sentence variety (R)  |
| 7.11(D) compose <b>correspondence</b> that reflects an opinion, registers a complaint, or requests information in a business or friendly structure (S)  | 7.10(D) <b>edit drafts</b> using standard English conventions, including: (S) <ul style="list-style-type: none"> <li>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (R)</li> <li>(ii) consistent, appropriate use of verb tenses (R)</li> <li>(iii) conjunctive adverbs (S)</li> <li>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement (S)</li> <li>(v) pronoun-antecedent agreement (S)</li> <li>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (S)</li> <li>(vii) correct capitalization (S)</li> <li>(viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons (S)</li> <li>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too (R)</li> </ul> |
|   | 7.10(E) <b>publish written work</b> for appropriate audiences  |

## Research (embedded skills throughout Reading and Writing)

**7.12 Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

| Application   | Instructional Focus  |
|---|--|
| 7.12 <i>use research skills to plan and present in written, oral, or multimodal formats</i> | 7.12(A) generate student-selected and teacher-guided questions for formal and informal inquiry<br>7.12(B) develop and revise a plan<br>7.12(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions<br>7.12(D) identify and gather relevant information from a variety of sources<br>7.12(E) differentiate between primary and secondary sources<br>7.12(F) synthesize information from a variety of sources<br>7.12(G) differentiate between paraphrasing and plagiarism when using source materials<br>7.12(H) examine sources for: <ul style="list-style-type: none"> <li>(i) reliability, credibility, and bias</li> <li>(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype</li> </ul> 7.12(I) display academic citations and use source materials ethically<br>7.12(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results |