Lesson Correlation to the Grade 7 Texas Essential Knowledge and Skills

This worktext is customized to the *Texas Essential Knowledge and Skills* and will help you prepare for the *State of Texas Assessments of Academic Readiness (STAAR®)* in Reading for Grade 7.

Texas Essential Knowledge and Skills	*Measuring Up* Lessons
TEKS 7.1 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:	
adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	18
TEKS 7.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	7
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words.	8
(C) complete analogies that describe part to whole or whole to part.	9
(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., *habeus corpus, e pluribus unum, bona fide, nemesis*).	10
(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.	11
TEKS 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.	15
(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories).	16
(C) analyze how place and time influence the theme or message of a literary work.	17
TEKS 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:	
analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.	18
TEKS 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:	
explain a playwright's use of dialogue and stage directions.	19
TEKS 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:	
(A) explain the influence of the setting on plot development.	20
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts.	21
(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	22

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TEKS 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:.	
describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	12
TEKS 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:	
determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	14
TEKS 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:	
explain the difference between the theme of a literary work and the author's purpose in an expository text.	13
TEKS 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:	
(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning.	23
(B) distinguish factual claims from commonplace assertions and opinions.	24
(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text.	25
(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.	26
TEKS 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.	27
(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.	28
TEKS 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:	
(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures.	29
(B) explain the function of the graphical components of a text.	30
TEKS 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.	4
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.	5
(C) evaluate various ways media influences and informs audience.	5
(D) assess the correct level of formality and tone for successful participation in various digital media.	6

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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:	
(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.	1
(B) ask literal, interpretive, and evaluative questions of text.	1
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).	1
(D) make inferences about text using textual evidence to support understanding.	2, 4, 5, 7–30
(E) summarize information in text, maintaining meaning and logical order.	3, 4, 16, 20, 23, 25
(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	1, 3, 12, 13