

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 Writing for Grade 7.

Texas Essential Knowledge and Skills	Measuring Up Lessons
TEKS 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:	
A. plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	20, 23–30
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;	21, 23–30
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;	1–4, 6, 22–28
D. edit drafts for grammar, mechanics, and spelling; and	7–19, 22–31
E. revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	22–30
TEKS 7.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
A. write an imaginative story that:	
(i) sustains reader interest;	25
(ii) includes well-paced action and engaging story line;	25
(iii) creates a specific, believable setting through the use of sensory details;	25
(iv) develops interesting characters; and	25
(v) uses a range of literary strategies and devices to enhance the style and tone; and	25
B. write a poem using:	
(i) Poetic techniques (e.g., rhyme scheme, meter);	26
(ii) Figurative language (e.g., personification, idioms, hyperbole); and	26
(iii) Graphic elements (e.g., word position).	26
TEKS 7.16 Writing. Students write about their own experiences. Students are expected to:	
write a personal narrative that has clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	23
TEKS 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;	5, 24, 27

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(ii) contains a clearly stated purpose or controlling idea;	5, 24, 27
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	5, 24, 27
(iv) accurately synthesizes ideas from several sources; and	5, 24, 27
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	5, 25, 27
B. write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context.	28
C. write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and	29
D. produce a multimedia presentation involving text and graphics using available technology.	35
TEKS 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 opinion;	6, 30
B. considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	6, 30
C. includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion.	6, 30
TEKS 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 great 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;	8
(ii) appositive phrases;	9
(iii) adverbial and adjectival phrases and clauses;	9, 10
(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);	12
(v) prepositions and prepositional phrases and their influence on subject verb agreement;	9, 11
(vi) relative pronouns (e.g., because, since); and	10
(vii) subordinating conjunctions (e.g., because, since); and	10
(viii) transitions for sentence or paragraph to paragraph coherence;	12
B. write complex sentences and differentiate between main versus subordinate clauses; and	10
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.	13–16
TEKS 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; and	17

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B. recognize and use punctuation marks including:	
(i) Commas after introductory words, phrases, and clauses; and	3, 9, 10, 18
(ii) Semicolons, colons, and hyphens.	12, 18
TEKS 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 spelling.	19
TEKS 7.22 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
A. brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	31
B. apply steps for obtaining and evaluation information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	31
TEKS 7.23 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
A. follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies	32
B. categorize information thematically in order to see the larger constructs inherent in the information;	32
C. record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	32
D. differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	32
TEKS 7.24 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
A. narrow or broaden the major research question, if necessary, based on further research and investigation; and	33
B. utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.	33
TEKS 7.25 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
A. draws conclusions and summarizes or paraphrases the findings in a systematic way;	34
B. marshals evidence to explain the topic and gives relevant reasons for conclusions;	34
C. presents the findings in a meaningful format; and	34
D. follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	34