



Standardized Assessment Tasks for  
STAAR Alternate

# Grade 7 Reading

## **Definitions/Examples for STAAR Reporting Category 1 (7.2) Essence Statement A**

The following definitions clarify terms used in the grade 7 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

### Level 3: page 4

**Homophones** are words that are pronounced the same but have two different meanings and spellings. For the Level 3 task the students will be presented with two **unfamiliar homophones**. The student may or may not have seen or heard the words before, but he or she has not received instruction on the words as a pair of homophones. Examples of homophones include:

- *ad, add*
- *bare, bear*
- *chili, chilly*
- *flour, flower*
- *banned, band*
- *ring, wring*
- *cent, scent*

### Level 2: page 5

**Antonyms** are pairs of words with opposite meanings.

An **unfamiliar word** is a word a student may or may not have been exposed to, but has not received instruction and does not have an understanding for the meaning of the word.

Examples of possible unfamiliar words with antonyms are:

- clean—dirty
- exciting—boring
- young—old
- messy—neat
- close—far
- expensive—cheap
- weak—strong
- poor—rich
- floor—ceiling
- alike—different

**Known words** are the same as familiar words. Known words are words the student knows and whose meanings are immediately understood.

**Position words** are words that tell where something is placed or moved to. Examples of position words that are opposites:

- in—out
- over—under
- on—off
- around—through
- inside—outside

<b>STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.</b>	
<b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>
<p><b>(7.2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; Readiness Standard</li> <li>(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; Readiness Standard</li> <li>(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. Readiness Standard</li> </ul>	<p><b>Essence Statement A:</b> Identifies new vocabulary words in text using a variety of strategies.</p>

### **Level 3**

**Prerequisite skill:** identify and use antonyms, synonyms, homographs, and homophones

The student will be presented and read two unfamiliar homophones. The student will compare the spelling of the two words. Using a reference material, the student will determine the meanings of the two words. The student will generate two sentences using each word correctly.

Predetermined Criteria

1. The student will compare the spelling of the two words.
2. The student will determine the meanings of the two words.
3. The student will generate two sentences using each word correctly.

## **Level 2**

**Prerequisite skill:** identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning

The student will be presented and read an unfamiliar word written on a card. The student will be presented the page from a reference material that includes the word and its definition. The student will match the card with the unfamiliar word on it to the word listed on the page in the reference material. The definition for the unfamiliar word will be read. The student will be presented three additional word cards with one familiar word written on each, one of which is an antonym for the unfamiliar word. The student will identify the antonym for the unfamiliar word. When presented with three sentences, the student will identify the sentence that uses the pair of antonyms correctly.

Predetermined Criteria

1. The student will match the card with the unfamiliar word on it to the word listed on the page in the reference material.
2. The student will identify the antonym for the unfamiliar word.
3. The student will identify the sentence that uses the pair of antonyms correctly.

## **Level 1**

**Prerequisite skill:** identify and use words that name actions, directions, positions, sequences, and locations

The student will be presented two written position words that are opposites and an object. The student will participate in placing the object paired with one of the words in the position indicated by the word. The student will participate in changing the object paired with the other word to the opposite position as indicated by that word. The change in positions will be repeated several times. The student will anticipate changing the object and words to the opposite positions.

Predetermined Criteria

1. The student will participate in placing the object paired with one of the words in the position indicated by the word.
2. The student will participate in changing the object paired with the other word to the opposite position as indicated by that word.
3. The student will anticipate changing the object and words to the opposite positions.

## Definitions/Examples for STAAR Reporting Category 1 (7.7) Essence Statement B

The following definitions clarify terms used in the grade 7 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3 and 2: pages 8 and 9

**Literary nonfiction** is considered 'literary' because it aspires to something more than providing basic facts and information and because it features style, structure, sensory language, and tone as other literary genres—especially prose fiction. It is described as "nonfiction" because of its basis in reality. **Literary nonfiction** includes biography, autobiography, and memoir.

A **biography** is a text that presents a person's life's story.

Examples of grade seven appropriate biographies:

- *Marshfield Dreams: When I Was a Kid* by Ralph Fletcher
- *I Am Scout: The Biography of Harper Lee* by Charles J. Shields
- *No Girls Allowed* by Alan N. Kay
- *Women's Suffrage: Fighting for Women's Rights* by Harriet Isecke

An **autobiography** is the story about the life of a person written by that person.

Examples of grade seven appropriate autobiographies:

- *A Journey: The Autobiography of Apolo Anton Ohno* by Apolo Anton Ohno
- *Jocelyn Elders M. D.: From Sharecropper's Daughter to Surgeon General of the United States of America* by Joycelyn Elders
- *West with the Night* by Beryl Markham
- *Flying to the Moon: An Astronaut's Story* by Michael Collins
- *Michelle Kwan: My Special Moments* by Michelle Kwan

**Cited texts are provided only as examples and do not imply TEA endorsement.**

Level 2: page 9

**Literary texts** include fiction, poetry, drama, memoir, biography, and autobiography. For this task, the student will need to be presented a fictional story, a poem, or a drama in addition to the biography and autobiography.

An **exaggerated statement** makes something seem greater or more important than it actually is. The teacher will create an exaggerated statement about the person who is the subject of the autobiography. The statement should be based on information from the autobiography but overstated to the point that it could not possibly be true.

Examples of exaggerated statements that could be used with the autobiographies listed above:

- Michael Collins drove his car to the moon.
- Beryl Markham flew all over Africa on her pet parrot.
- Michelle Kwan learned to ice skate in a field of green grass.

Level 1: page 9

A **memoir** is the written record of a personal experience or observation. For this task, the student will participate in writing about an event he or she recently experienced.

<b>STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.</b>	
<b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectation</b>	<b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectation</b>
<p><b>(7.7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b>            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. The student is expected to</p> <p>(A) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.            Supporting Standard</p>	<p><b>Essence Statement B:</b> Identifies features across literary nonfiction texts.</p>

**Level 3**

**Prerequisite skill:** explain the difference in point of view between a biography and autobiography

The student will be presented and read portions of a biography and an autobiography. The student will compare the two texts. The student will determine which text is a biography and which text is an autobiography. Using text evidence, the student will justify his or her decision.

Predetermined Criteria

1. The student will compare the two texts.
2. The student will determine which text is a biography and which text is an autobiography.
3. The student will justify his or her decision with textual evidence.



## **Level 2**

**Prerequisite skill:** distinguish between fiction and nonfiction

The student will be presented a biography, a literary text, and an autobiography. The student will identify the autobiography. A portion of the autobiographical text will be read. The student will be presented three statements about the person. Two of the statements will each include a fact from the text and the third statement will be an exaggeration about the person that could not possibly be true. The student will identify the exaggeration. The student will revise the exaggerated statement using facts from the text.

Predetermined Criteria

1. The student will identify the autobiography.
2. The student will identify the exaggeration.
3. The student will revise the exaggerated statement using facts from the text.

## **Level 1**

**Prerequisite skill:** determine whether a story is true or a fantasy and explain why

The student will be presented a representation of an event recently experienced by the student. The student will participate in creating a memoir about him or herself from the recent experience. The student will participate in pairing the representation of the event to the memoir. The student will participate in placing his or her name as the author of the memoir.

Predetermined Criteria

1. The student will participate in creating a memoir about him or herself from the recent experience.
2. The student will participate in pairing the representation of the event to the memoir.
3. The student will participate in placing his or her name as the author of the memoir.

## Definitions/Examples for STAAR Reporting Category 2 (7.3) Essence Statement C

The following definitions clarify terms used in the grade 7 reading assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

### Levels 3 and 2: pages 11 and 12

Examples of grade seven appropriate fictional stories in which characters learn a lesson:

- *Drums, Girls, & Dangerous Pie* by Jordan Sonnenblick
- *Hurricane Song* by Paul Volponi
- *The Outsiders* by S.E. Hinton
- *To Kill a Mockingbird* by Harper Lee
- *Hatchet* by Gary Paulsen
- *Racing the Sun* by Paul Pitts

### Level 3: page 11

A **story** is a fictional literary text. The literary elements an author uses to create a story include the characters, the **setting**, and the plot. The **setting** is the time and place in which the story occurs. It affects how the characters act in the story.

Examples of how the setting can influence a character:

- Time period—If the setting takes place during the dinosaur era, characters would not be driving around in cars.
- Location—If the setting for the story is Antarctica, the characters would be wearing heavy coats and boots.
- Feelings—In a setting that is in the character’s home and includes other characters they know, the character feels safe. In settings that are new and dangerous, the characters tend to be scared.

A **summary** is a shortened form of a story or an article giving only the important points and main ideas.

### Level 1: page 12

**Folktales** are stories passed down from generation to generation by word of mouth. They are stories about people’s lives as they struggled with their fears and anxieties about the world around them.

Examples of folktales appropriate for the Level 1 task:

- *Why Mosquitoes Buzz in People’s Ears*
- *The Story of Thunder and Lightning*
- *Two Sisters*
- *The One-Inch Boy*

**Cited texts are provided only as examples and do not imply TEA endorsement.**

<b>STAAR Reporting Category 2 – Understanding and Analysis of Literary Text: The student will demonstrate an ability to understand and analyze literary texts.</b>	
<b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>
<p><b>(7.3) Reading/Comprehension of Literary Text/Theme and Genre.</b>            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. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) describe multiple themes in a work of fiction; Supporting Standard</li> <li>(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero’s tasks, circle stories); Supporting Standard</li> <li>(C) analyze how place and time influence the theme or message of a literary work. Supporting Standard</li> </ul>	<p><b>Essence Statement C:</b> Identifies themes in a variety of literary texts.</p>

**Level 3**

**Prerequisite skill:** summarize and explain the lesson or message of a work of fiction as its theme

A grade-appropriate fictional story, not a fable, in which a character learns a lesson will be presented and read. The student will determine the lesson of the story. The student will analyze how the setting influences the character. The student will generate a summary based on the lesson the character learned.

Predetermined Criteria

1. The student will determine the lesson of the story.
2. The student will analyze how the setting influences the character.
3. The student will generate a summary based on the lesson the character learned.

## **Level 2**

**Prerequisite skill:** paraphrase the themes and supporting details of fables, legends, myths, or stories

A grade-appropriate fictional story, not a fable, in which a character learns a lesson will be presented and read. The student will identify the characters in the story. The student will identify what happened at the end of the story. The student will identify which character learned the lesson and the lesson the character learned.

Predetermined Criteria

1. The student will identify the characters in the story.
2. The student will identify what happened at the end of the story.
3. The student will identify which character learned the lesson and the lesson the character learned.

## **Level 1**

**Prerequisite skill:** discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience

The student will be presented a folktale in which the student shares a personal connection to the story. As the folktale is read, the student will acknowledge a representation for the character. The student and teacher will create a language-experience story retelling the main idea of the folktale with the student as the main character. As the language-experience story is created, the student will participate in placing his or her name in the story as the character. The student will respond to his or her name when the language-experience story is read. The student will participate in pairing the representation for the character in the folktale with his or her name to show the connection between the two characters.

Predetermined Criteria

1. The student will participate in placing his or her name in the story as the character.
2. The student will respond to his or her name when the language-experience story is read.
3. The student will participate in pairing the representation for the character in the folktale with his or her name to show the connection between the two characters.

Reading Grade 7; Reporting Category 2 (7.3); Essence Statement: C

## **Definitions/Examples for STAAR Reporting Category 3 (7.13)**

### **Essence Statement D**

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Levels 3, 2, and 1: pages 14 and 15

**Design techniques** are used to attract the viewer’s attention to an advertisement.

Examples of design techniques used in advertising include:

- Color
- Contrast
- Letter spacing
- Upper and lowercase letters
- Blurring of images
- Alignment of images
- Trimming excess from around images
- Whitespace around images
- Font size and style
- Photos
- Illustrations

Level 3: page 14

Media presentations that depict travel destinations are available in hotel lobbies, on the Internet, in tourist centers, and in tourist attraction advertisements. These can also be created by the teacher.

Level 1: page 15

Examples of objects that provide sensory experience related to a destination include:

- Shells or sand from the beach
- Pinecones or leaves from a park
- Water from a lake
- Representations of animals for the zoo

<b>STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.</b>	
<b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>
<p><b>(7.13) Reading/Media Literacy.</b>            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. The student is expected to</p> <p>(A) interpret both explicit and implicit messages in various forms of media; Supporting Standard</p> <p>(C) evaluate various ways media influences and informs audiences. Supporting Standard</p>	<p><b>Essence Statement D:</b> Recognizes the various techniques used in media that impact the meaning in informational texts.</p>

**Level 3**

**Prerequisite skill:** explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects)

The student will be presented two different media presentations that depict the same travel destination. The presentations will have different design techniques. The student will determine the common destination featured in both presentations. The student will compare the design techniques used in the presentations. The student will justify which presentation he or she finds the most appealing based on design techniques.

Predetermined Criteria

1. The student will determine the common destination featured in both presentations.
2. The student will compare the design techniques used in the presentations.
3. The student will justify which presentation he or she finds the most appealing based on design techniques.

## **Level 2**

**Prerequisite skill:** describe techniques used to create media messages (e.g., sound, graphics)

The student will be presented two travel brochures that depict two different destinations. The student will identify the travel destination featured in each brochure. The student will identify the design techniques used in both brochures. The student will identify a statement for each brochure that best describes the experience provided at that destination.

Predetermined Criteria

1. The student will identify the travel destination featured in each brochure.
2. The student will identify the design techniques used in both brochures.
3. The student will identify a statement for each brochure that best describes the experience provided at that destination.

## **Level 1**

**Prerequisite skill:** identify different forms of media (e.g., advertisements, newspapers, radio programs)

The student will be presented two travel brochures that depict two significantly different destinations. Each brochure will have design techniques including an object that provides a sensory experience related to that destination. The student will explore the design techniques used for the first travel brochure. The student will participate in removing the object attached to the brochure. The student will experience the sensory input for that destination. The process will be repeated for the second travel brochure.

Predetermined Criteria

1. The student will explore the design techniques used for both travel brochures.
2. The student will participate in removing the object attached to each brochure.
3. The student will experience the sensory input for each destination.