<table>
<thead>
<tr>
<th>STAAR Reporting Category 1</th>
<th>STAAR Reporting Category 2</th>
<th>STAAR Reporting Category 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding and Analysis Across Genres:</strong> The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.</td>
<td><strong>Understanding and Analysis of Literary Texts:</strong> The student will demonstrate an ability to understand and analyze literary texts.</td>
<td><strong>Understanding and Analysis of Informational Texts:</strong> The student will demonstrate an ability to understand and analyze informational texts.</td>
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</tbody>
</table>

**Knowledge and Skills Statement**  
(7.2) Reading/Vocabulary Development.  
Students understand new vocabulary and use it when reading and writing. (Readiness Standard)  
**Essence Statement**  
Identifies new vocabulary words in text using a variety of strategies.

**Knowledge and Skills Statement**  
(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. (Supporting Standard)  
**Essence Statement**  
Identifies structure and elements of poetry including graphical elements.

**Knowledge and Skills Statement**  
(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. (Readiness and Supporting Standard)  
**Essence Statement**  
Recognizes how elements of fiction contribute to plot development.

**Knowledge and Skills Statement**  
(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. (Readiness and Supporting Standard)  
**Essence Statement**  
Recognizes how organizational patterns impact main idea and details in informational texts.

**Knowledge and Skills Statement**  
(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. (Supporting Standard)  
**Essence Statement**  
Recognizes the arguments presented in persuasive texts.

**Knowledge and Skills Statement**  
(7.12) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. (Supporting Standard)  
**Essence Statement**  
Uses graphic features to understand procedural texts.