



# **Grade 7 Reading Assessment**

**2019-2020 and 2020-2021**

**Eligible Texas Essential  
Knowledge and Skills**

# STAAR Grade 7 Reading Assessment

## 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.

2017 Student Expectation	2009 Student Expectation
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(C)</b> 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.</p>	<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(A)</b> determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to identify the meaning of words based on their Latin or Greek root.</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(B)</b> use context such as contrast or cause and effect to clarify the meaning of words.</p>	<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(B)</b> use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards both require students to determine the meaning of an unfamiliar word using context.</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(A)</b> use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p>	<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(E)</b> 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. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both require students to use a resource such as a dictionary to determine the meaning, syllabication, pronunciation, and parts of speech of words.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>None</b></p>	<p><b>(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. Students are expected to:</p> <p><b>(A)</b> describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</p> <p><b><i>Supporting Standard</i></b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(A)</b> infer multiple themes within and across texts using text evidence.</p> <p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(A)</b> explain the author's purpose and message within a text.</p>	<p><b>(9) Reading/Comprehension of Informational Text/Culture and History.</b> 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:</p> <p><b>(A)</b> explain the difference between the theme of a literary work and the author's purpose in an expository text.</p> <p><b><i>Supporting Standard</i></b></p>
<p><b>Notes:</b> The above standards all require students to either determine the theme or the author's purpose of a text.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> 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:</p> <p><b>(F)</b> make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p> <p><b><i>Readiness Standard</i></b></p>
<p><b>Notes:</b> The above standards are aligned because both focus on making connections across multiple texts.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## Reporting Category 2: Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

2017 Student Expectation	2009 Student Expectation
<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(A)</b> infer multiple themes within and across texts using text evidence.</p>	<p><b>(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. Students are expected to:</p> <p><b>(A)</b> describe multiple themes in a work of fiction.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on the theme of a literary text.</p>	
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(A)</b> demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction.</p>	<p><b>(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. Students are expected to:</p> <p><b>(B)</b> describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because genre-specific characteristics and structures can include conventions specific to a genre.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(A)</b> infer multiple themes within and across texts using text evidence.</p> <p><b>(D)</b> analyze how the setting influences character and plot development.</p>	<p><b>(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. Students are expected to:</p> <p><b>(C)</b> analyze how place and time influence the theme or message of a literary work.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because they require students to either make inferences about the theme of a literary text or determine how the setting influences a literary text.</p>	
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(B)</b> analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms.</p>	<p><b>(4) Reading/Comprehension of Literary Text/Poetry.</b> 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:</p> <p><b>(A)</b> analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both require students to analyze graphical elements of poems. Although the examples provided in these SEs are different, the underlying skill is the same.</p>	
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(C)</b> analyze how playwrights develop characters through dialogue and staging.</p>	<p><b>(5) Reading/Comprehension of Literary Text/Drama.</b> 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:</p> <p><b>(A)</b> explain a playwright's use of dialogue and stage directions.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on the elements of drama, which include dialogue and staging.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(D)</b> analyze how the setting influences character and plot development.</p>	<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> 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:</p> <p><b>(A)</b> explain the influence of the setting on plot development. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards both focus on the influence of the setting on the plot of a literary work.</p>	
<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(B)</b> analyze how characters' qualities influence events and resolution of the conflict.</p>	<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> 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:</p> <p><b>(B)</b> analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require the student to analyze the effect characters have on the plot of a literary text.</p>	
<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(E)</b> identify the use of literary devices, including subjective and objective point of view.</p>	<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> 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:</p> <p><b>(C)</b> analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to identify different forms of point of view. Note that subjective and objective point of view are not eligible for assessment during the transition years at this grade level.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(D)</b> describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</p> <p><b>(F)</b> analyze how the author's use of language contributes to mood, voice, and tone.</p>	<p><b>(8) Reading/Comprehension of Literary Text/Sensory Language.</b> 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:</p> <p><b>(A)</b> determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards all focus on either the use of figurative language or on the use of language to suggest mood. Note that voice and tone are not eligible for assessment during the transition years at this grade level.</p>	
<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(A)</b> explain the author's purpose and message within a text.</p>	<p><b>(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. Students are expected to:</p> <p><b>(A)</b> interpret both explicit and implicit messages in various forms of media.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on explaining the author's message.</p>	
<p><b>None</b></p>	<p><b>(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. Students are expected to:</p> <p><b>(C)</b> evaluate various ways media influences and informs audiences.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence to support an appropriate response;</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> 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:</p> <p><b>(D)</b> make complex inferences about text and use textual evidence to support understanding.</p> <p><b>Readiness Standard</b> (Fiction) /  <b>Supporting Standard</b> (Literary Nonfiction, Poetry, Drama)</p>
<p><b>Notes:</b> The above standards align because they require students to either make inferences about literary texts and/or use textual evidence to support understanding.</p>	
<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> paraphrase and summarize texts in ways that maintain meaning and logical order.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> 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:</p> <p><b>(E)</b> summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.</p> <p><b>Readiness Standard</b> (Fiction) /  <b>Supporting Standard</b> (Literary Nonfiction, Poetry, Drama)</p>
<p><b>Notes:</b> The above standards both require students to paraphrase or summarize literary texts in ways that maintain meaning and logical order.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

### Reporting Category 3: Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

2017 Student Expectation	2009 Student Expectation
<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> analyze characteristics and structural elements of informational text, including:</p> <p><b>(i)</b> the controlling idea or thesis with supporting evidence.</p>	<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> 2017 SE 6.D and 2009 SE 10.A are aligned because both require students to summarize text.</p> <p>2017 SE 8.D.i and 2009 SE 10.A both require students to recognize a central idea, or main idea, of an informational text and the details that support it. Items focusing on minor details unrelated to a central idea, or main idea, are not eligible for assessment during the transition years.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>None</b></p>	<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(B)</b> distinguish factual claims from commonplace assertions and opinions.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> analyze characteristics and structural elements of informational text, including:</p> <p><b>(iii)</b> organizational patterns that support multiple topics, categories, and subcategories.</p>	<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(C)</b> use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to recognize the organizational patterns of informational texts and how those patterns support understanding.</p>	
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society.</p> <p><b>(H)</b> synthesize information to create new understanding.</p>	<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(D)</b> 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.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because they require students to either make connections within or across texts or synthesize information within a text to support understanding.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>None</b></p>	<p><b>(11) Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p><b>(A)</b> 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.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>None</b></p>	<p><b>(11) Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p><b>(B)</b> identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(C)</b> analyze the author's use of print and graphic features to achieve specific purposes.</p>	<p><b>(12) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(B)</b> explain the function of the graphical components of a text.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both require students to determine the function of graphic features found in texts.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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. The student is expected to:</p> <p><b>(A)</b> explain the author's purpose and message within a text.</p>	<p><b>(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. Students are expected to:</p> <p><b>(A)</b> interpret both explicit and implicit messages in various forms of media.  <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on the author's message in various texts or media.</p>	
<p><b>None</b></p>	<p><b>(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. Students are expected to:</p> <p><b>(C)</b> evaluate various ways media influences and informs audiences.  <b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

2017 Student Expectation	2009 Student Expectation
<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence to support an appropriate response.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> 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:</p> <p><b>(D)</b> make complex inferences about text and use textual evidence to support understanding.</p> <p><b>Readiness Standard</b> (Expository) / <b>Supporting Standard</b> (Persuasive)</p>
<p><b>Notes:</b> The above standards align because they require students to either make inferences about informational texts and/or use textual evidence to support understanding.</p>	
<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> paraphrase and summarize texts in ways that maintain meaning and logical order.</p>	<p>(Figure 19) <b>Reading/Comprehension Skills.</b> 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:</p> <p><b>(E)</b> summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.</p> <p><b>Readiness Standard</b> (Expository) / <b>Supporting Standard</b> (Persuasive)</p>
<p><b>Notes:</b> The above standards are aligned because both require students to paraphrase or summarize informational texts in ways that maintain meaning and logical order.</p>	

**Note:** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.