

# 7th Grade STAAR Reading | 2013-2019

Reading/Vocabulary Development.				
Students understand new vocabulary and use it when reading and writing. Students are expected to:				
SE	TEKS	Question Stems		
7.2 A <b>(R)</b>	Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	(28) In paragraph 1, the word <u>omission</u> means something that is – (2013)		
		(14) The Latin root <i>testis</i> , meaning “witness,” helps the reader understand that the word <u>testimony</u> in paragraph 2 means –(2014)		
		(42) In paragraph 7, the word <u>restoration</u> means the act of –(2014)		
		(16) The Latin word <i>sidere</i> , meaning “to sink,” helps the reader understand that <u>subsides</u> in paragraph 28 means to –(2015)		
		(44) Read this information about the origin of the word <u>pathetic</u> . This information helps the reader understand that the word <u>pathetic</u> in paragraph 41 means – (2015)		
		(30) The Latin word <i>ob</i> , meaning “in the way,” helps the reader understand that the word <u>obstructs</u> in paragraph 2 means – (2016)		
		(47) What does the word <u>forewarned</u> mean in paragraph 4? (2016)		
		(8) Read the information about the origin of the word <u>replenish</u> . This information helps the reader understand that <u>replenished</u> in paragraph 2 means—(2017)		
		(1) The word <u>illustrious</u> in paragraph 2 means—(2018)		
		(8) The Latin root <i>vocare</i> , meaning “to call,” helps the reader understand that the word <u>advocate</u> in paragraph 3 means one who-- (2018)		
7.2 B <b>(R)</b>	Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	(1) What does the word <u>reenactment</u> mean in paragraph 12? (2013)		
		(32) In paragraph 11, the word <u>refuted</u> means --(2013)		
		(43) What does the word <u>flustered</u> mean in paragraph 12? (2013)		
		(47) In paragraph 20, the word <u>waver</u> means to --(2013)		
		(37) In paragraph 3, the word <u>depicting</u> means —(2014)		
		(13) What does <u>deviated</u> mean in paragraph 13? (2015)		
		(21) Which phrase from paragraph 6 helps the reader understand the meaning of the word <u>grueling</u> in paragraph 7? (2015)		
		(1) Which words from paragraph 3 help the reader understand the meaning of the word <u>daunting</u> ? (2016)		
		7.2C <b>New TEKS</b> <b>2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (C) 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.</b>	Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words	(1) What does the word <u>reenactment</u> mean in paragraph 12? (2013)
				(32) In paragraph 11, the word <u>refuted</u> means --(2013)
(43) What does the word <u>flustered</u> mean in paragraph 12? (2013)				
(47) In paragraph 20, the word <u>waver</u> means to --(2013)				
(37) In paragraph 3, the word <u>depicting</u> means —(2014)				
(13) What does <u>deviated</u> mean in paragraph 13? (2015)				
(21) Which phrase from paragraph 6 helps the reader understand the meaning of the word <u>grueling</u> in paragraph 7? (2015)				
(1) Which words from paragraph 3 help the reader understand the meaning of the word <u>daunting</u> ? (2016)				
7.2B <b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context such as contrast or cause and effect to clarify the meaning of words; and</b>	Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words			(1) What does the word <u>reenactment</u> mean in paragraph 12? (2013)
				(32) In paragraph 11, the word <u>refuted</u> means --(2013)
		(43) What does the word <u>flustered</u> mean in paragraph 12? (2013)		
		(47) In paragraph 20, the word <u>waver</u> means to --(2013)		
		(37) In paragraph 3, the word <u>depicting</u> means —(2014)		
		(13) What does <u>deviated</u> mean in paragraph 13? (2015)		
		(21) Which phrase from paragraph 6 helps the reader understand the meaning of the word <u>grueling</u> in paragraph 7? (2015)		
		(1) Which words from paragraph 3 help the reader understand the meaning of the word <u>daunting</u> ? (2016)		

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		(21) What does the phrase <u>resorted to</u> mean in paragraph 5? (2016)
		(38) What does the word <u>gusto</u> mean in paragraph 2? (2017)
7.2 E <b>(R)</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.	(4) Read the dictionary entry below. Which definition best fits the meaning of <u>shadowing</u> as it is used in paragraph 7? (2014)
7.2A	<b>New TEKS</b> <b>2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</b>	(22) Read the dictionary entry below for the word mission. Which definition represents the meaning of <u>mission</u> as it is used in paragraph 2? (2014)
		(3) Read the dictionary entry for the word disposal. Which meaning of disposal is used in paragraph 3? (2015)
		(42) Read the dictionary entry below. Which definition best matches the way the word <u>flow</u> is used in line 14? (2016)
		(3) Read the dictionary entry below. Which definition most closely matches the way the word <u>digest</u> is used in paragraph 28? (2017)
		(12) Read the dictionary entry below. Which definition best fits how <u>critical</u> is used in paragraph 1? (2017)
		(36) Read this dictionary entry. Which definition best matches the way the word style is used in paragraph 3? (2018)

**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:

SE	TEKS	Question Stems
7.3 Fig 19 D <b>(R)</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.	(30) A theme expressed in the story centers on --(2013)
		(47) What lesson does the narrator learn while spending time with her grandmother? (2014)
		(41) Which sentence best states the main message of this story? (2015)
		(12) What is the primary theme of this story? (2016)
7.7A	<b>New TEKS</b> <b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--</b>	(7) Which of these is an important idea expressed in the excerpt? (2017)
		(4) The primary theme of the story centers on the importance of— (2018)
		(35) Which theme is explored in the poem? (2018)

	<p>literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer multiple themes within and across texts using text evidence;</p>	
<p><b>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>		
SE	TEKS	Question Stems
7.4 Fig 19 D (S)	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding	(14) What chore do the father and daughter perform in the poem? (2013)
7.8B	<p><b>New TEKS</b>  <b>8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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: (B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;</b></p>	(32) Which lines from the poem best suggest that the speaker’s situation is temporary? (2014)
		(36) The poet reveals the speaker’s feelings mainly by — (2014)
		(25) Read this line from the poem. This line suggests that at the end of the poem the speaker — (2015)
		(26) The repetition of the lines “Water and sand. That’s ALL it takes./Swish your pan. Pick out the flakes!” is used to emphasize the —(2015)
		(27) Read line 37 from the poem. From this line, the reader can infer that the speaker feels regret about —(2015)
		(29) The poet’s use of short sentences helps create the poem’s — (2015)
		(37) Which of best best describes how the speaker feels about the snake? (2016)
7.5F	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is</b></p>	(38) Why does the poet include the words “though the books say/it can’t be done” in lines 5 and 6? (2016)
		(39) The point of view of the poem helps the reader understand the — (2016)
		(43) At the end of the poem, the speaker realizes that the snake is — (2016)
		(30) In the first stanza, the poet suggests that one reason the poplar is not useful is that it—(2017)
		(31) The poet uses personification in the fourth stanza to describe the poplar’s attempt to — (2017)

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	<p><b>expected to: (F) make inferences and use evidence to support understanding;</b></p>	<p>(32) Line 1 is important to the poem because it helps – (2017)</p> <p>(33) In stanza 2, the poplar is described mainly at – (2017)</p> <p>(34) Why is the last stanza important to the poem? (2017)</p> <p>(35) By describing qualities that the poplar lacks, the poet emphasizes –(2017)</p> <p>(30) The description of the setting in lines 8 through 19 highlights a contrast between—(2018)</p> <p>(31) Which sentence best describes the speaker’s relationship with the river? (2018)</p> <p>(34) Which line from the poem best expresses why the speaker visits the river? (2018)</p>
<p>7.4 Fig 19 E (S)</p> <p>7.6D</p>	<p>Students summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p><b>New TEKS</b> <b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</b></p>	<p>(28) This poem is mostly about a young man who—(2015)</p>
<p>7.4 A (S)</p>	<p>Analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.</p>	<p>(16) The abrupt dialogue in the poem helps convey the idea that the characters are --(2013)</p> <p>(33) What is the most likely reason that the poet uses capitalization in line 6? (2014)</p> <p>(40) What does the break between stanzas 2 and 3 help the poet convey? (2016)</p> <p>(33) The poet placed lines 25 and 26 in their own stanza to – (2018)</p>
<p><b>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>SE</p>	<p>TEKS</p>	<p>Question Stems</p>

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<p>7.5 Fig 19 D (S)</p>	<p>Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding</p>	<p>(45) Read the following line from Scene 3 of the play. [NARRATOR: The boy’s parents know that their son is honest, so they have gone to court to let a mandarin decide what to do.] What is ironic about the parents’ belief that their son is honest? (2013)</p>
<p>7.5F</p>	<p><b>New TEKS</b> <b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</b></p>	<p>(14) Erica’s responses in Scene 1 are important because they show — (2015) (37) Why does Lonnie agree to let Asia cut her hair? (2017) (42) What can the reader infer about Asia and Lonnie based on how the play ends? (2017)</p>
<p>7.5 Fig 19 E (S)</p>	<p>Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts <b>New TEKS</b> <b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</b></p>	<p>(39) What is the best summary of the play? (2017)</p>
<p>7.5 A (S)</p>	<p>Explain a playwright’s use of dialogue and stage directions <b>New TEKS</b> <b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and</b></p>	<p>(44) In Scene 1, the dialogue between the boy and the banker reveals that the boy--(2013) (46) The playwright uses the stage directions at the end of Scene 1 to hint that --(2013) (48) Paragraph 30 is important to the play because it shows that the banker --(2013) (49) Which of the following lines does the playwright include to show that the boy is clever? (2013) (11) The playwright uses the sounds of rain and thunder throughout the play mainly to — (2015)</p>

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	<p><b>purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (C) analyze how playwrights develop characters through dialogue and staging;</b></p>	<p>(12) The stage directions and dialogue in paragraph 35 indicate that Erica — (2015)</p> <p>(15) Why does the playwright include the stage directions at the beginning of Scene 1? (2015)</p> <p>(17) The playwright uses the stage directions at the beginning and end of Scene 2 to highlight that Reggie — (2015)</p> <p>(18) Reggie’s dialogue in paragraphs 5 through 11 suggests that he —(2015)</p> <p>(19) Erica’s dialogue in Scene 1 mainly relates the idea that she — (2015)</p> <p>(41) Asia’s dialogue in Paragraph 51 is important because it show that she —(2017)</p>
<p><b>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>		
SE	TEKS	Question Stems
<p>7.6 Fig 19 D <b>(R)</b></p> <p><b>7.5F</b></p>	<p>Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding</p> <p><b>New TEKS</b> <b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</b></p>	<p>(9) The details in paragraph 17 help the reader infer that —(2014)</p> <p>(11) Which sentence foreshadows that Maniac will be successful in untying the knot? (2014)</p> <p>(12) The author uses short sentences in paragraph 21 to help create a feeling of —(2014)</p> <p>(42) Which event from the story shows that Bragger’s attitude about playing basketball is different from Kirby’s? (2015)</p> <p>(43) Read these sentences from the story. Based on these sentences, the reader can infer that Kirby thinks he — (2015)</p> <p>(46) The author’s use of questions in paragraph 6 helps the reader understand — (2015)</p> <p>(50) Read this excerpt from the story. Kirby’s thoughts in this excerpt reveal that he — (2015)</p> <p>(10) Which sentence show that the narrator is aware of the feeling of others? (2016)</p> <p>(11) Why doesn’t the narrator watch the other turtles hatch at the end of the story? (2016)</p> <p>(2) Which phrase from paragraph 1 best demonstrates Alyssa’s attitude about spending time at her grandparents’ farm? (2018)</p>

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<p>7.6 Fig 19 E <b>(R)</b></p> <p><b>7.6D</b></p>	<p>Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p> <p><b>New TEKS</b> <b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</b></p>	<p>(29) Which of these is the best summary of the story? (2013)</p> <p>(10) Which sentence best summarizes the excerpt? (2014)</p> <p>(47) What is the best summary of the story? (2015)</p> <p>(13) What is the best summary of the story? (2016)</p>
<p>7.6 A <b>(R)</b></p> <p><b>7.7D</b></p>	<p>Explain the influence of the setting on plot development</p> <p><b>New TEKS</b> <b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (D) analyze how the setting influences character and plot development.</b></p>	<p>(27) How does the setting influence the plot of the story? (2013)</p> <p>(49) How does the setting contribute to Kirby’s conflict in the story? (2015)</p> <p>(6) The setting is important to the plot because it is where the narrator—(2017)</p> <p>(6) How does the story’s setting influence its plot? (2018)</p>
<p>7.6 B <b>(R)</b></p> <p><b>7.7B</b></p>	<p>Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts</p> <p><b>New TEKS</b> <b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student</b></p>	<p>(23) Why is the letter important to this story? (2013)</p> <p>(24) Pavel’s interaction with Miklos contributes to the plot by --(2013)</p> <p>(25) Which of these best describes Pavel’s internal conflict in the story? (2013)</p> <p>(13) In paragraph 3, the descriptions of Maniac’s expression suggest that the spectators —(2014)</p> <p>(15) What is the significance of the crowd returning at lunchtime to watch Maniac? (2014)</p> <p>(16) Which sentence best shows that Maniac approaches the challenge of the knot with thoughtfulness? (2014)</p>

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	<p><b>recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (B) analyze how characters' qualities influence events and resolution of the conflict;</b></p>	<p>(45) The description of Coach Armstrong emphasizes Kirby's — (2015)</p> <p>(9) How does the setting advance the plot of the story? (2016)</p> <p>(15) Why are the woman's comments about the nest in paragraphs 6 through 10 important to the story? (2016)</p> <p>(17) The narrator's observations in paragraph 2 are important to the story because they — (2016)</p> <p>(1) What is the narrator's primary motivation for continuing to visit Jim? (2017)</p> <p>(2) Why is Jim's demonstration with the jawbreaker important to the plot? (2017)</p> <p>(7) At the end of the story, Alyssa most likely feels—(2018)</p>
<p>7.6 C <b>(S)</b></p> <p><b>7.9E</b></p>	<p>Analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited</p> <p><b>New TEKS (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: (E) identify the use of literary devices, including subjective and objective point of view;</b></p>	<p>(26) The point of view from which the story is told gives the reader insight into --(2013)</p> <p>(14) Using the first-person point of view allows the author to – (2016)</p>

**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 respond by providing evidence from text to support their understanding. Students are expected to:

SE	TEKS	Question Stems
7.7 Fig 19 D	Students understand, make inferences and draw conclusions	(10) Read this sentence from paragraph 5. The author uses this sentence to explain how her driving lessons --(2013)

<p>(S)</p> <p>7.5F</p>	<p>about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding</p> <p><b>New TEKS</b>  <b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</b></p>	<p>(13) What can the reader infer about the author’s father? (2013)</p> <p>(44) Why is “jewel bird” an appropriate name for the sleeping bird Nanna and the narrator find? (2014)</p> <p>(45) How does the author reveal Nanna’s reason for getting up early in the mornings? (2014)</p> <p>(50) The author includes the question in paragraph 17 most likely to —(2014)</p> <p>(44) Which word best describes the author’s decision to buy the flower and seed packets? (2016)</p> <p>(45) The author includes the description in paragraph 2 to convey that she – (2016)</p> <p>(48) The author’s reaction when she found a morning glory vine in her pot suggests that she was? (2016)</p> <p>(49) When the author brought the flower seeds home, her mother reacted in a way that – (2016)</p> <p>(50) Read this sentence from the selection. The author begins and ends the selection with this idea in order to emphasize that – (2016)</p> <p>(37) Read these sentences from paragraph 3. These sentences help characterize the author as—(2018)</p> <p>(38) What can the reader infer about the woman mentioned in paragraphs 4-6? (2018)</p> <p>(39) The author presents the information in paragraphs 7 through 13 to illustrate -- (2018)</p> <p>(40) Which sentence from the selection best states the author’s main objective in raising Atticus? (2018)</p>
<p>7.7</p> <p>Fig 19 E</p> <p>(S)</p> <p>7.6D</p>	<p>Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p> <p><b>New TEKS</b>  <b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in</b></p>	<p>(11) Which of these is the best summary of the selection? (2013)</p> <p>(46) What is the best summary of the selection? (2016)</p> <p>(42) What is the best summary of the selection? (2018)</p>

	ways that maintain meaning and logical order;	
<b>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:		
SE	TEKS	Question Stems
7.8 Fig 19 D (S)	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	(12) Read this sentence from paragraph 1. In this sentence the author --(2013) (15) The imagery in stanzas 3 and 4 suggests that – (2013) (22) In paragraph 1, which words does the author use to create a gloomy mood? (2013)
7.5F	<b>New TEKS</b> <b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</b> <b>New TEKS</b> <b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; (F) analyze how the</b>	(16) In paragraph 19, the author refers to the turtle’s onlookers as a “group of fans” to show that – (2016) (5) What does the simile in paragraph 3 suggest about Jim? (2017) (3) Read this sentence from paragraph 3. The descriptive language in this sentence— (2018) (32) The poet uses personification in the sixth stanza to show that the river teaches the speaker about -- (2018) (41) The simile in paragraph 16 helps the reader understand that the author—(2018)
7.9D-F		

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	<b>author's use of language contributes to mood, voice, and tone;</b>	
7.8 A <b>(R)</b>	Determine the meaning of figurative phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood	(50) Read these lines from paragraph 5. The playwright includes these lines to suggest that --(2013)
7.9D & F	<b>New TEKS</b> <b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; (F) analyze how the author's use of language contributes to mood, voice, and tone;</b>	(8) Read the following sentence from paragraph 2. The author uses the comparison to help the reader understand —(2014)
		(17) Read this sentence from paragraph 18. The author uses figurative language in this sentence most likely to —(2014)
		(34) Read the following lines from the poem. The poet includes these lines most likely to suggest that the speaker —(2014)
		(35) The imagery in lines 16 through 19 helps the reader understand —(2014)
		(46) Read this sentence from paragraph 38. (2017) The author includes this sentence most likely to show — (2014)
		(48) The author's use of similes in paragraph 22 creates a feeling of —(2014)
		(49) The figurative language in paragraph 20 helps the reader imagine the —(2014)
		(48) Read these sentences from paragraph 32. The figurative language in these sentences emphasizes that Kirby thinks Coach Armstrong is — (2015)
		(41) Read these lines from the poem. The imagery in these lines contributes to a sense of—(2016)
		(4) Read this sentence from paragraph 4. The sensory language in this sentence highlights the narrator's (2017)
		(40) Why does the playwright include the sensory language in paragraph 43? (2017)
		(5) Read paragraph 23 from the story. The author includes the figurative language in this sentence to show that Alyssa— (2018)
		<b>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:		
<b>SE</b>	<b>TEKS</b>	<b>Question Stems</b>
7.9 Fig 19 D <b>(R)</b>	Students analyze, make inferences and draw conclusions about the author's purpose in cultural,	(35) The author wrote this selection most likely to --(2013) (36) Paragraph 3 reveals that the author intends to – (2013)

<b>7.9A</b>	<p>historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p><b>New TEKS</b>  <b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: (A) explain the author's purpose and message within a text;</b></p>	(5) In paragraph 10, Maya included examples in her argument most likely because she —(2014)
		(18) The author includes the description in paragraph 1 most likely to —(2014)
		(20) In paragraph 3, the author uses the example of the 3,000-year-old house in Tanis to —(2014)
		(38) What is the most likely reason that the author has included paragraph 1 in the article? (2014)
		(1) The author wrote this selection most likely to — (2015)
		(22) The author wrote this selection most likely to — (2015)
		(35) The author uses a quotation from the movie Toy Story in the first paragraph to — (2015)
		(7) The author includes the quotation in paragraph 3 to — (2016)
		(19) The author's main purpose for writing the blog entry is to — (2016)
		(23) Why did the author include paragraph 8 in the blog entry? (2016)
		(28) What is the author's primary purpose for writing this selection? (2016)
		(17) The author wrote this selection most likely to — (2017)
		(24) What is the author's main purpose for writing this selection? (2017)
		(9) The author includes quotations in paragraphs 3 and 4 in order to -- (2018)
		(10) How does paragraph 5 help inform the reader about Junior Achievement? (2018)
(22) The author focuses on a unique feature of the Namib beetle in order to highlight how the beetle—(2018)		
(24) The author wrote this selection most likely to — (2018)		

**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:

SE	TEKS	Question Stems
7.10 Fig 19 D <b>(R)</b>	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding	(7) Which of these conclusions about Homan Walsh is supported by paragraph 9? (2013)
		(33) Which sentence from the selection helps explain why the Sweethearts became successful? (2013)
		(39) Based on the selection, why did the Sweethearts stop playing together? (2013)

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<p>7.5F</p> <p>7.5G</p>	<p><b>New TEKS</b></p> <p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</b></p> <p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas;</b></p>	<p>(41) A documentary film about the International Sweethearts of Rhythm was made most likely because the band --(2013)</p> <p>(19) In paragraph 5, the examples of lost cities suggest that a major role of an archaeologist is to —(2014)</p> <p>(24) Which sentence from the selection suggests that the author thinks CyArk’s work is important? (2014)</p> <p>(9) In paragraph 3, the author compares Air Force One with a standard Boeing 747 in order to — (2015)</p> <p>(23) Which sentence supports the idea that goods were in demand during the Klondike gold rush? (2015)</p> <p>(20) The reader can conclude that Belinda Mulroney’s first restaurant — (2015)</p> <p>(37) Which experience contributed most to the Pixar team’s success in the film industry? (2015)</p> <p>(38) Which sentence from the selection explains why Pixar became involved in the film industry? (2015)</p> <p>(4) Hunter most likely believes that students who play the World Peace Game will – (2016)</p> <p>(6) Based on the details in paragraph 6, the reader can conclude that Hunter most likely – (2016)</p> <p>(25) Noel Sharkey’s comment in paragraph 5 helps the reader understand how Coralbots would –(2016)</p> <p>(27) Which sentence from the selection best explains why the health of coral reefs is of great concern to scientists? (2016)</p> <p>(29) Which sentence from the selection best supports the idea that careful adjustments to Three Gorges Dam can improve the quality of the Yangtze River? (2016)</p> <p>(31) By using transmitters to track the fish in the Yangtze River, researchers most likely will be able to – (2016)</p> <p>(10) Read these sentences from the selection. The comparison in Fowler’s statement helps the reader understand that – (2017)</p> <p>(21) The reader can conclude that the tower will most likely – (2017)</p> <p>(11) Which sentence suggests that junior Achievement students will be well prepared to join the working world? (2018)</p>
<p>7.10 Fig 19 E</p>	<p>Summarize, paraphrase, and synthesize texts in ways that</p>	<p>(40) Which of these is the best summary of the selection? (2013)</p>

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<p><b>(R)</b></p> <p><b>7.6D</b></p>	<p>maintain meaning and logical order within a text and across texts</p> <p><b>New TEKS</b>  <b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</b></p>	<p>(41) Which of these is the best summary of the article? (2014)</p> <p>(8) What is the best summary of the selection? (2016)</p> <p>(16) Which statement is supported by the illustration of the vault that appears after paragraph 3? (2107)</p>
<p><b>7.10 A</b></p> <p><b>(R)</b></p> <p><b>7.5G</b></p>	<p>Evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning</p> <p><b>New TEKS</b>  <b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (G) evaluate details read to determine key ideas;</b></p>	<p>(5) Paragraph 10 is mainly about --(2013)</p> <p>(31) The main difference between the Sweethearts and most other bands of the 1940s was that the Sweethearts - -(2013)</p> <p>(38) Which sentence expresses the main idea of the selection? (2013)</p> <p>(42) The band’s name is significant because it highlights -- (2013)</p> <p>(21) Parcak hopes that the use of modern technology in archaeology will —(2014)</p> <p>(39) Look at the diagram of information from the article. Which of the following belongs in the empty box? (2014)</p> <p>(40) Paragraph 4 is mainly about the —(2014)</p> <p>(4) Paragraph 7 focuses primarily on — (2015)</p> <p>(10) Which sentence supports the idea that presidents feel comfortable aboard Air Force One? (2015)</p> <p>(24) What is one reason scientists are excited about the idea of using Coralbots to restore reefs? (2016)</p> <p>(9) The main reason for building the vault in an isolated, underground location was to – (2017)</p> <p>(13) Paragraph 4 is mostly about – (2017)</p> <p>(18) Which detail from the selection explains why one attempt to fix the lean made the tower lean even more? (2017)</p> <p>(20) Which idea does the information in paragraph 2 support? (2017)</p>

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		(22) How does the author support the idea that the <i>Cutty Shark</i> was once considered a technologically advanced ship? (2017) (14) The main goal of Junior Achievement is to-- (2018) (18) One challenge that Mestral encountered while inventing Velcro was finding-- (2018) (23) When fog rolls into the desert, the Namib beetle— (2018)
7.10 B (S)	Distinguish factual claims from commonplace assertions and opinions;	(26) Which sentence expresses an opinion? (2014) (5) Which sentence from the selection states an opinion? (2015) (2) Which of these is an opinion the author expresses about the World Peace Games? (2016) (19) Which sentence from the selection is an assertion made by the author? (2017) (15) In which sentence does the author make a factual claim? (2018)
7.10 C (R)	Use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text	(4) The author organizes this selection by --(2013) (34) The author organizes the selection by -(2013) (8) The author organizes the selection by — (2015) (36) How is the selection organized? (2015) (26) The author organizes this selection mainly by—(2016) (14) The problem-solution organization of paragraph 2 helps the author emphasize the – (2017) (23) How does the author organize the selection? (2017) (12) The author organizes the selection by-- (2018)
7.8Diii	<b>New TEKS</b> <b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. 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: (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns that support multiple topics, categories, and subcategories;</b>	
7.10 D (R)	Synthesize and make logical connections between ideas within a text and across two or three texts	(23) Based on the information in the selection, which of these would CyArk most likely digitally preserve? (2014)

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<b>7.5E &amp; H</b>	representing similar or different genres, and support those findings with textual evidence.	(6) Read these sentences from the selection. What idea does the author communicate with these sentences? (2015)
	<b>New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society; (H) synthesize information to create new understanding; and</b>	(7) Which of these ideas is reinforced throughout the selection? (2015)
		(39) How does the author support the claim that Pixar set the standard for animated films? (2015)
		(5) Read these sentences from the selection. These sentences help the reader understand that playing the World Peace Game – (2016)
		(11) Based on the selection, the reader can conclude that the seed vault –(2017) (13) The reader can conclude that Junior Achievement, Girl Scouts, and Boy Scouts all share which belief? (2018) (19) The reader can conclude from the details in paragraph 4 that Mestral-- (2018)
<b>7.10 E (R)</b>	Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)	(20) What is the best summary of the article? (2018)
<b>7.6D</b>	<b>New TEKS (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</b>	
<b>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		
<b>SE</b>	<b>TEKS</b>	<b>Question Stems</b>
<b>7.11 Fig 19 D (S)</b>	Students analyze, make inferences and draw conclusions about	(1) Why does Luka mention Jesse Martin in paragraph 7? (2014) (3) Both Luka and Maya agree that —(2014)

<p>7.5F</p>	<p>persuasive text and provide evidence from text to support their analysis</p> <p><b>New TEKS</b>  <b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</b></p>	<p>(6) What idea is suggested by the information in each section of the table titled “FACT BOX: Laura Dekker”? (2014)</p> <hr/> <p>(18) Read this sentence from paragraph 4. The sentence suggests that the author believes cooking – (2016)</p> <p>(20) Which sentence from the blog entry supports the idea that learning to cook is an ongoing process? (2016)</p>
<p>7.11 B (S)</p> <p>7.9G</p>	<p>Identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.</p> <p><b>New TEKS</b>  <b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: (G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.</b></p>	<p>(2) Which of Maya’s statements is an example of stereotyping? (2014)</p> <hr/> <p>(22) Which sentence from the blog entry is an example of stereotyping? (2016)</p>

**Reading/Comprehension of Informational Text/Procedural Text.**

Students understand how to glean and use information in procedural texts and documents. Students are expected to:

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SE	TEKS	Question Stems
7.12 Fig 19 D (S)	Students understand how to glean and use information in procedural texts and documents	(6) According to the information in “Consider This,” when does a spider construct most of its web? (2013)
7.12 B (S)	Explain the function of graphical components of a text	(9) In “Consider This,” how do the two photographs differ from the three drawings? (2013)
<b>7.9C</b>	<b>New TEKS</b> <b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: (C) analyze the author's use of print and graphic features to achieve specific purposes;</b>	(7) The table titled “Current Records Chart” has been included in the selection most likely to —(2014)
		(2) The primary purpose of the Air Force One diagram is to — (2015)
		(24) The map is included in the selection most likely to — (2015)
<b>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:		
SE	TEKS	Question Stems
7.13 Fig 19 D (S)	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.	(3) The image below paragraph 1 is included in the selection most likely to --(2013)
		(43) The images included with the article help the reader understand —(2014)
		(40) The photograph is included in the selection most likely to show — (2015)
		(3)The photographer of hunter and his game helps the reader understand that the game – (2016)
		(25) The photograph at the end of the selection is included to—(2017)
		(16) Which idea in the selection do the photographs support? (2018)
		(17) The photographs in the article help the reader understand the – (2018)

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		(21) The photograph after paragraph 3 is included in the selection to – (2018)
7.13 C (S)	Evaluate various ways media influences and informs audiences	(25) Which emotion is the photograph most likely intended to evoke in the reader? (2014)

### Reading/Comprehension Skills (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:

SE	TEKS	Question Stems
Fig 19 F (R)	Make connections between and across texts , including other media (e.g., film, play) and provide textual evidence	(17) Which of these best describes what the author of “Car Talk” and Brandy in “Needed” gain from the experience of driving? (2013)
7.5E	<b>New TEKS</b> <b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society;</b>	(18) How does the author of “Car Talk” <b>differ</b> from Brandy in “Needed”? (2013)
7.6A	<b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (A) describe personal connections to a variety of sources, including self-selected texts;</b>	(19) Read line 7 of the poem. [I’m only twelve, but I get to drive!] Which excerpt from “Car Talk” best matches the feeling expressed by the speaker in line 7 of the poem? (2013)
		(20) How does “Car Talk” <b>differ</b> from “Needed”? (2013)
		(21) How are the fathers in “Car Talk” and “Needed” presented <b>differently</b> ? (2013)
		(27) Dr. Sarah Parcak and Ben Kacyra would most likely agree about the importance of —(2014)
		(28) How are the purposes of the technologies described in the selections <b>different</b> ? (2014)
		(29) What is <b>similar</b> about the types of technology discussed in the selections? (2014)
		(30) <b>Both</b> Dr. Sarah Parcak and Ben Kacyra are interested in sites —(2014)
(31) What is one <b>difference</b> between the selections? (2014)		
(30) How are the selection and the poem different? (2015)		
(31) An idea explored in <b>both</b> the selection and the poem is that gold mining — (2015)		
(32) Who profited from the Yukon gold rush in the <b>same</b> way as the speaker in the poem? (2015)		
(33) Read these lines from the poem.		

		<p>Which sentence from the selection best matches an idea presented in these lines? (2015)</p> <p>(34) Read line 14 from the poem. Which sentence from the selection best matches the feeling expressed by the speaker in line 14 of the poem? (2015)</p> <p>(32) How are the problems discussed in “Robots on the Reef” and “Something Fishy” <b>different</b>? (2016)</p> <p>(33) How are the Corabots discussed in “Rotbots on the Reef” and the fish transmitters discussed in “Something Fishy” <b>similar</b>? (2016)</p> <p>(34) Read these sentences from the selections. <b>Both</b> of these sentences describe – (2016)</p> <p>(35) One <b>difference</b> between the coral reefs and Three Gorges Dam is that only the dam – (2016)</p> <p>(36) In <b>both</b> selections, the researchers involved in the projects – (2016)</p> <p>(26) According to the selections, the Leaning Tower of Pisa is <b>different</b> from the <i>Cutty Shark</i> because – (2017)</p> <p>(27) Read this sentence from “Reinforcing the Past.” Which sentence from “<i>The Cutty Shark</i>” relates a <b>similar</b> idea? (2017)</p> <p>(28) One <b>difference</b> between the efforts to preserve the Leaning Tower of and those of the <i>Cutty Shark</i> is that the efforts related to the <i>Cutty Shark</i> included – (2017)</p> <p>(29) The authors of <b>both</b> selections share the history of their subjects in chronological order to emphasize that – (2017)</p> <p>(25) What is one way that Velcro and the water-collection panels are <b>similar</b>? (2018)</p> <p>(26) Which idea is presented in <b>both</b> the article and the selection? (2018)</p> <p>(27) How did the development of Velcro <b>differ</b> from the development of the water-collection panels? (2018)</p> <p>(28) What is one outcome of Mestral’s invention in “Natural Inspiration” that is <b>not</b> shared by the scientists’ invention in “A Brilliant Beetle”? (2018)</p> <p>(29) One <b>difference</b> between the Velcro in “Natural Inspiration” and the water-collection panels in “A Brilliant Beetle” is that – (2018)</p>
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