STAAR Alternate Operational Test Spring 2013
Grade 7 Reading
Essence Statements

Note: The yellow highlight and alphabetical reference indicate the four state-required essence statements that comprise the STAAR Alternate assessment for Grade 7 Reading.

STAAR Reporting Category	TEKS Knowledge and Skills Statement	Essence Statement
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.	**(7.2) Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.	(A) Identifies new vocabulary words in text using a variety of strategies.
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.	**(7.7) 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 provide evidence from text to support their understanding.	Identifies features across literary nonfiction texts.
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.	**(7.9) Reading/Comprehension of Informational Text/Culture and History.** 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.	Identifies authors' purposes across informational texts.
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.	**(7.19) 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.	Uses a variety of strategies to demonstrate comprehension across genres.
STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	**(7.3) 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.	Identifies themes in a variety of literary texts.

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STAAR Reporting Category	TEKS Knowledge and Skills Statement	Essence Statement
STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	**(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.	Identifies structure and elements of poetry including graphical elements.
STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	**(7.5) Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	(B) Identifies the structure and elements of drama.
STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	**(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.	Recognizes how elements of fiction contribute to plot development.
STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	**(7.8) Reading/Comprehension of Literary Text/Sensory Language.** 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.	Recognizes the meaning of figurative and sensory language in literary texts.
STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	**(7.13) Reading/Media Literacy.** 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.	Recognizes the various techniques used in media that impact the meaning in literary texts.
STAAR Reporting Category 2—Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	**(7.19) 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.	Uses a range of reading skills to make inferences within and across literary texts.

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STAAR Reporting Category	TEKS Knowledge and Skills Statement	Essence Statement
STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	**(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.	(C) Recognizes how organizational patterns impact main idea and details in informational texts.
STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	**(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.	Recognizes the arguments presented in persuasive texts.
STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	**(7.12) Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.	(D) Uses graphic features to understand procedural texts.
STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	**(7.13) Reading/Media Literacy.** 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.	Recognizes the various techniques used in media that impact the meaning in informational texts.
STAAR Reporting Category 3—Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	**(7.19) 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.	Uses a range of reading skills to make inferences within and across informational texts.

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