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| **7th Grade Reading** | |
| **Standard** | **3.0 Items** |
| 7.10A  Evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning.  Pre- Req skills:   * Identify elements of a summary, including: main idea, supporting details. | **STAAR Reading released test 2016 - “Robots on the Reef”**  24. What is one reason scientists are excited about the idea of using Coralbots to restore reefs?   1. Coralbots will imitate insects and birds. 2. Programmings Coralbots takes less time than training a diver. 3. Coralbots are unlikely to cause more damage to a reef. 4. Coralbots will be able to repair reefs more effectively than divers can. |
|  | **2.0 Items** |
| 1a. Read the following passage: [insert text here]  With a yellow highlighter, identify the main idea of each paragraph.  1b. With a pink/blue highlighter, identify the details that support the main idea of each paragraph. |
| 7.10B  Distinguish factual claims from commonplace assertions and Opinions  Pre- Req skills:   * Define factual claim * Define commonplace assertion * Define opinion * Compare and contrast fact and opinion | **3.0 Items** |
| **STAAR Reading released test 2016 - “Playing for Peace”**  2. Which of these is an opinion the author expresses about the World Peace Game?   1. Hunter now spends part of his time teaching the World Peace Game to other teaching professionals through a partnership with schools in other Virginia counties. 2. It is no surprise that both Hunter and the World Peace Game are becoming well known beyond the borders of Virginia. 3. Time magazine named Hunter one of the 12 education activists to watch in 2012. 4. The students also participated in a mock news conference and asked the press secretary questions about real world issues. |
| **2.0 Items** |
| What is a fact?  What is an opinion?  What is a commonplace assertion?  Label the following statements as a fact, opinion or commonplace assertion.   1. If you stay outside in the cold too long, you may catch a cold. 2. The common cold is caused by a virus. 3. Green is the best color in the world. 4. An apple a day keeps the doctor away. 5. One of the best ways to pass time is to read. 6. The room is 12 foot by 10 foot.   Write an example of a fact, an opinion, and a commonplace assertion. |

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| 7.10C  Use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text  Pre- Req skills:   * Identify and describe attributes of various organizational patterns such as:   + Compare and contrast   + Problem and Solution   + Cause and Effect   + Sequence/Chronological | **3.0 Items** |
| **STAAR Reading released test 2016 - “Robots on the Reef”**  26. The author organizes this selection mainly by -   1. Discussing the activities that cause damage to coral reefs 2. Explaining how damage to coral reefs has become more severe over time 3. Describing how Coralbots could solve some problems associated with restoring coral reefs 4. Comparing the methods that divers use to repair coral reefs to the methods used by Coralbots |
| **2.0 Items** |
| Match each of the following passages to the correct organizational pattern. Explain the qualities of each paragraph that helped you make your decision.   1. My hometown and my college town have several things in common. First, my hometown, Gridlock, is a small town. It has a population of only about 10,000 people. Located in a rural area, Gridlock is surrounded by many acres of farmland which are devoted mainly to growing corn and soybeans. Gridlock also contains a college campus, Neutron College, which is famous for its Agricultural Economics program as well as for its annual Corn-Watching Festival. As for my college town, Subnormal, it too is small, having a population of about 11,000 local residents, which swells to 15,000 people when students from the nearby college are attending classes. Like Gridlock, Subnormal lies in the center of farmland which is used to raise hogs and cattle. Finally, Subnormal is similar to Gridlock in that it also boasts a beautiful college campus, called Quark College. This college is well known for its Agricultural Engineering department and also for its yearly Hog-Calling Contest. 2. In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities. 3. Astronauts face many problems in space caused by weightlessness. One of these problems is floating around the cabin. To solve this problem, astronauts wear wear shoes that are coated with a special adhesive. This adhesive sticks to the floor of the cabin. Serving food is another problem. It won't stay put on the table! Experts solved this problem by putting food and drinks in pouches and tubes. It only needs to be mixed with water. Weightlessness also causes problems when an astronaut tries to work. The simple task of turning a wrench or a doorknob can be difficult. Since there is no gravity to keep him down, when he exerts a force in one direction, the opposite force may flip him over completely. To solve this problem, he must be very careful about how much force he uses to do these simple tasks. Here on earth, life is much simpler, thanks to gravity. 4. If you want to make a cake, you have to follow some steps. First, if you are too young you have to get some adult supervision. Next, you gather the ingredients that you need to bake it, such as eggs, flour, milk, water, and other things. Then, you mix all of the ingredients together and put it in a baking pan. Now you put it in the oven and wait for it to cook. Finally, it’s done. Let it cool, and put on the frosting. Enjoy! 5. Cause and effect 6. Problem and solution 7. Sequential 8. Compare and contrast |
| **Standard** | **3.0 Items** |
| 7.10D  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.  Pre- Req skills:   * Identify attributes of various genres such as:   + Expository   + Biography/autobiography/memoir   + Literary texts - literary, literary non-fiction, drama   + Poetry | **STAAR Reading released test 2016 - “Playing for Peace”**  5. Read these sentences from the selection.  *This means that attempting to solve one problem can trigger or affect another problem. (paragraph 2)*  *They end up considering deep moral questions in the process and thinking critically about the possible outcomes of their decisions. (paragraph 4)*  These sentences help the reader understand that playing the World Peace Game -   1. Can be an intense experience for players as they consider the impact of their clothes 2. Often leads players to become discouraged by the results of their choices 3. Can be frustrating to many of the players because of its complexity 4. Often results in players changing what they value in life |
| **2.0 Items** |
| Match the genre to the correct description.   1. Expository 2. Biography/autobiography/memoir 3. Literary texts - literary, literary non-fiction, drama 4. Poetry 5. Can contain rhyme, meter, stanzas, figurative language, sound devices 6. Written about part of a person’s life or their entire life 7. Written to explain. Always non-fiction. 8. Usually tells a story using figurative language, plot, characters, and theme |
| **Standard** | **3.0 Items** |
| 7.9A (supporting) Students are expected to explain the difference between the theme of a literary work and the author’s purpose in an expository text.  Pre- Req skills:   * Define theme and identify in texts * Define author’s purpose and identify in texts | Read the following passage.  From <http://www.seriouseats.com/talk/2008/11/funny-kitchen-disaster-stories.html>  I remember it like it was yesterday, even though now it's been 28 years. Mom and I decided it was time to get a serious cleaning done in the kitchen. We scrubbed the kitchen floors on our hands and knees, and then followed up with a hand applied wax. Then we tackled the oven. Not a self-cleaning oven, rather an old-fashioned gas oven which needed to be sprayed and scraped and scrubbed. This took the better part of a whole day. We then decided that, as a reward for all of our efforts and toil, we would bake a batch of Toll House cookies. So we measured, sifted, and stirred, then put our rounded tablespoon measures of perfect cookie dough onto our greased cookie sheets, and went to put them into our pristinely scrubbed and preheated oven, which sat on our shiny, freshly waxed floor. Then it happened. The fates looked upon our activities and smiled a sinister smile. In this June Cleaver moment, they instead envisioned Lucy Ball...and the planets realigned to alter the scene. My stockinged feet slipped ever so slightly, just at the precise moment I was leaning into the oven with the cookie sheet full of dough. The sheet upended, landing dough side down all over the hot interior of the opened oven door. Frustrated and panicked that the cookies would begin baking on the hot surface, my mother filled a bucket of hot, soapy water. We set the bucket down on the clean floor. We began scooping hot, melty cookie dough out of the oven, and into the bucket of soapy water. Just as we were cleaning the last of the mess out of the oven, my knee hit the bucket. Two gallons of sludgey, cookie-dough, melted-chocolate-infused water spilled all over our newly waxed floor, leaving a pool of mush and mayhem all over the kitchen. We sat in the mess and laughed until we cried. Even though it was, by all counts, a complete kitchen disaster, it remains one of my mother's and my favorite memories of being together in the kitchen.  What is the theme of this story?  How is the theme of this story different than the author’s purpose of “Alicia’s Thoughts and Musings”? |
| **2.0 Items** |
| What is theme?  What is author’s purpose?  19. The author’s main purpose for writing the blog entry is to -   1. Urge young people to make an effort to learn basic cooking skills 2. Offer support for young people aspiring to become professional chefs 3. Encourage young people to avoid eating convenience foods 4. Convince young people that learning to cook is simple |
| **Standard** |  |
| 7.11A  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.  Pre- Req skills:   * Define and identify the types of evidence the authors use to support their argument * Explain cause/effect * Explain analogy * Define authority * Define and identify central argument * Describe characteristics of a contemporary policy speech | [“Address in Support of Religious Tolerance and New York City Mosque” by Michael Bloomberg](http://www.americanrhetoric.com/speeches/michaelbloombergdefenseofnymosque.htm)  Use Michael Bloomberg’s speech to complete the following activity.   1. Using an appropriate graphic organizer, identify the structure of the Bloomberg’s speech and create a reverse outline. Be sure to:    1. Label the type of structure at the top of your page.    2. Clearly label each part of the argument including central argument and supporting details.    3. Identify and label each type of evidence used within the speech.    4. At the bottom of the page, explain how Bloomberg’s structure contributed to the effectiveness of his argument. *Think: how would the argument have changed if it had been structured differently? Would it be more or less effective?* |
| **2.0 Items** |
| Define each of the following types of evidence and match your definition to the correct example of that evidence.   1. Statistical - 2. Anecdotal - 3. Testimonial - 4. Analogical - 5. 4 out of 5 dentists recommend chewing sugarless gum 6. Lebron James wants you to drink Sprite because he believes it is refreshing and delicious. 7. Johnny believes that all dogs are mean, but Jill reminds him that her dog was very nice to him when he came to her party. 8. Without any additional research available, Tom decides to build on a new property because comparable properties are beautiful and have few problems. |
| **Standard** | **3.0 Items** |
| 7.11B  Identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.  Pre- Req skills:   * Define rhetorical fallacies   + Ad hominem   + Exaggeration   + Stereotyping   + Categorical claims | **STAAR Reading released test 2016 - “Alicia’s Thoughts and Musings: My Blog of Everything”**  22. Which sentence from the blog entry is an example of stereotyping?   1. I’d love to see this happen in schools all over the United States 2. Young adults today, myself included, have not made learning to cook a priority 3. The survey also found that the average Texan eats at a restaurant nearly four times a week. 4. One day I saw an advertisement for a show featuring kids ages 8 to 13 in a cooking competition.   Read the following passage: [insert text here]  With a yellow highlighter, identify the rhetorical fallacies within the text. |
| **2.0 Items** |
| Match the following words to their correct definitions:   1. Ad hominem 2. Exaggeration 3. Stereotyping 4. Categorical claims 5. a statement that represents something as better or worse than it really is. 6. a widely held but fixed and oversimplified image or idea of a particular type of person or thing. 7. (of an argument or reaction) directed against a person rather than the position they are maintaining. 8. An absolute statement relating one thing to another. |
| **Standard** | **3.0 Items** |
| Figure 19 D  Make complex inferences about text and use textual evidence to support understanding  Pre-req. Skills:   * Define text evidence * Explain the elements of complex inferences, including multiple pieces of textual evidence and background knowledge. * Explain the elements of an author’s craft and the impact of those elements on the piece. | **STAAR Reading released test 2016 - “Playing for Peace”**  4. Hunter most likely believes that students who play the World Peace Game will -   1. Be motivated to find careers that are involved with promoting world peace 2. Think of new rules and scenarios for the game as they play 3. Be more aware of the events taking place in the world around them 4. Create their own version of the game to share with their friends and families   6. Based on the details in paragraph 6, the reader can conclude that Hunter most likely-   1. Thinks it is important to share the ideas and values of the World Peace Game with others 2. Enjoys teaching others how to facilitate the World Peace Game more than playing the game himself 3. Feels responsible for making sure people around the world follow the rules of the World Peace Game 4. Knows that students will continue playing the World Peace Game when they are older   7. The author includes the quotation in paragraph 3 to -   1. Explain how students are able to achieve the goals of the game 2. Demonstrate that the game is a valuable way to teach students about world cultures 3. Suggest that playing the game has motivated students to create their own games 4. Provide insight into how students react to playing the game   **STAAR Reading released test 2016 - “Alicia’s Thoughts and Musings: My Blog of Everything”**  18. Read this sentence from paragraph 4.  *But even though I may never be perfect, I feel a sense of satisfaction eating a meal that I’ve cooked and that didn’t cost me a small fortune.*  The sentence suggests that the author believes cooks -   1. Is a good way to learn about new food 2. Has immediate and practical rewards 3. Should involve trying to make complex meals 4. Leads to healthier eating habits   20. Which sentence from the blog entry supports the idea that learning to cook is an ongoing process?   1. On weekends, when I have the time, I make extra food and store it in the freezer. 2. I’m not saying that all kids should be master chefs, but I do think young people should try to understand and utilize basic cooking skills. 3. While I was cooking, I started thinking about the lessons and tips my mother had tried to teach me, and I wished that I had been more patient. 4. I still make mistakes, such as scorching the vegetables or making the hamburger meat too spicy to eat.   23. Why did the author include the paragraph 8 in the blog entry?   1. To emphasize that few people have the patience to become good chefs 2. To restate the benefits of learning to cook from a young age 3. To give some suggestions and to encourage the reader to take action 4. To make a distinction between the roles of parents and children in the kitchen |
| **2.0 Items** |
| Complete the following table. (Teacher note: The text evidence box provides you a space to put the most relevant text to support your answer. The background knowledge box provides you a place to put what you know about that topic/subject. The inference box is where your background knowledge is synthesized with the supporting evidence from the text.)  **STAAR Reading released test 2016 - “Playing for Peace”**   |  |  |  | | --- | --- | --- | | **Text Evidence** | **Background Knowledge** | **Inference** | | Ex.) Hunter hopes that by playing for peace, students learn “how to make people not suffer so much.” He adds, “ I think I now hope the game helps people be more compassionate and kinder.” | When we are forced to acknowledge the plight of other people, we begin to think more about how our actions impact others. | **Hunter is trying to make the world a better place by encouraging his students to think about other people.** | |  |  | **Why are other professionals so eager to learn about and play the World Peace Game?** | |
| **Standard** | **3.0 Items** |
| Figure 19 E  Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts  Pre-req. Skills:   * Identify main idea * Identify supporting details that contribute to the main idea * Define paraphrase * Identify the difference between summary and paraphrase | **STAAR Reading released test 2016 - “Playing for Peace”**  8. What is the best summary of the selection?   1. John Hunter, a fourth grade teacher, created the World Peace Game in 1978. In the game the students find solutions to world problems. His students spend eight weeks each year playing the game. The World Peace Game has attracted the attentions of many different people around the world. 2. In 1978 teacher John Hunter created the World Peace Game and shared it with his students. The game requires students to collaborate in order to solve simulated world problems. The game has attracted the interest of people all over the world. Hunter hopes playing the game will have a positive, lifelong impact on students. 3. Every year teachers John Hunter’s students play the World Peace Game in his fourth-grade class. In the game students are assigned to a country and make decisions that will solve problems their country faces. Students must work together to solve the problems in the game. When all the problems are solved, the game is over. 4. Since 1978 teacher John Hunter’s students have been playing the World Peace Game. THe game has gained Hunter attention from TV producers, and students around the world are now playing it. Hunter and his class have even been asked to explain the rules and purpose of the game to U.S. government officials. |
| **2.0 Items** |
| 1. Which of the following is the main idea of the selection? 2. Which of the following supporting details accurately contribute to the main idea? 3. What is paraphrasing? 4. What is the difference between summaries and paraphrases? |