<AR medallion> **Correlation of the Arkansas English Language Arts Curriculum Framework to the Arkansas Grades 7 and 8 Literacy Examination Practice Questions**

Arkansas English Language Arts Curriculum Framework	Practice Test 1	Practice Test 2
Strand: Oral and Visual Communication		
Standard 1: Speaking		
Speaking Vocabulary		
OV.1.7.1 Use vocabulary from content area texts and personal reading		
OV.1.7.2 Use standard English in classroom discussion and *presentation*s		
Speaking behaviors		
OV.1.7.3 Speak for and to various purposes and audiences		
OV.1.7.4 Demonstrate appropriate eye contact, posture, and volume		
OV.1.7.5 Use correct pronunciation and inflection/modulation to communicate ideas and information		
Speaking to share understanding and information		
OV.1.7.6 Contribute appropriately to class discussion		
OV.1.7.7 Deliver oral *presentation*s using standard English, appropriate vocabulary, examples and/or analogies		
OV.1.7.8 Use a variety of *visual aids* in oral *presentation*s across the curriculum		
Speaking for literary response and expression		
OV.1.7.9 Participate in a variety of speaking activities, including oral interpretations of poems, stories and monologues		
Speaking for critical analysis and evaluation		
OV.1.7.10 Evaluate self and peers' performance as an interviewer based on preset criteria		
Standard 2: Listening		
Listening for information and understanding		
OV.2.7.1 Demonstrate effective listening skills by exhibiting appropriate body language		
OV.2.7.2 Establish purpose for listening		
OV.2.7.3 Listen attentively for mail ideas, details, and organization		
OV.2.7.4 Demonstrate attentive listening skills to respond to and interpret speaker's message		
Listening for critical analysis and evaluation		
OV.2.7.5 Evaluate *presentation*s using established criteria/*rubric*s (e.g., purpose, content, organization, and delivery)		
Standard 3: Media Literacy		
Utilizing media for information and understanding		
OV.3.7.1 View a variety of visually presented materials for understanding of a specific topic		
Utilizing media for critical analysis and evaluation		
OV.3.7.2 Use appropriate criteria to evaluate media for bias and propaganda		
Utilizing a variety of resources to produce visuals that communicate through print and non-print media		
OV.3.7.3 Design *presentation*s that incorporate media visuals		

Strand: Writing		
Standard 4: Process		
Prewriting		
W.4.7.1 Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming, *focused and unfocused free-writing*, and reading/learning logs		
W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics		
W.4.7.3 Determine a focus and an *organizational structure* based on purpose, audience, length, and required format for *expository*, narrative, and descriptive writing		
W.4.7.4 Use available technology to access information by using a card catalog and multiple Internet sources		
Drafting		
W.4.7.5 Create a draft for *expository* writing with emphasis on organization by paragraphs -- introduction, main points with elaboration, and conclusion		
W.4.7.6 Create a draft for *narrative* writing that includes dialogue		
W.4.7.7 Create an effective lead paragraph by using dialogue or a description of a character or setting		
Revising		
W.4.7.8 Revise content for: Central Idea, Organization, Unity, Elaboration (e.g., explanation, examples, description, etc.), Clarity		
W.4.7.9 Revise *style* for: Sentence variety, *Tone, Voice,* Selected vocabulary, Selected information		
W.4.7.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)		
Editing		
W.4.7.11 Edit individually or in groups for appropriate grade-level conventions, within the following features: *Sentence formation,* Completeness, Absence of fused sentences, Expansion through standard coordination and modifiers, *Embedding* through standard subordination and modifiers, Standard word order, *Usage,* Standard inflections, Agreement, Word meaning, Conventions, *Mechanics,* Capitalization, Punctuation, Formatting, Spelling		
Publishing		
W.4.7.12 Use available technology to experiment with various formats for a final written product		
W.4.7.13 Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations		
W.4.7.14 Publish/share according to purpose and audience		
Standard 5: Purpose, Topics, Forms and Audiences		
Purposes and Audiences		
W.5.7.1 Write to develop narrative, *expository*, descriptive, and persuasive pieces		
W.5.7.2 Select the form of writing that addresses the intended audience		
Topics and Forms		
W.5.7.3 Create *expository*, narrative, descriptive, and persuasive writings		
W.5.7.4 Write poems using a variety of techniques/devices, with emphasis on lyric poetry		

W.5.7.5 Write research reports and document sources, summarizing, and paraphrasing		
W.5.7.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts		
W.5.7.7 Write with and without prompts for a sustained period of time		
W.5.7.8 Write responses to literature that demonstrate understanding or interpretation		
W.5.7.9 Write on demand with or without prompt within a given time frame		
W.5.7.10 Write across the curriculum		
Standard 6: Conventions		
Sentence Formation		
W.6.7.1 Vary sentence structure by using simple, compound, and complex sentences and different *kinds of sentences:* Declarative, Interrogative, Imperative, Exclamatory		
W.6.7.2 Write effective sentences by *embedding* clauses, prepositional and appositive phrases, and all compound elements		
W.6.7.3 Use phrases and clauses to invert sentence order for emphasis and variety		
W.6.7.4 Correct fragments, run-ons, comma splices, and fused sentences		
W.6.7.5 Analyze personal and peer *sentence formation* for effective use of the parts of speech: Precise nouns, Pronouns, Demonstrative, Compound personal, Reflexive, Intensive, Personal, Interrogative, Relative, Indefinite, Active and linking verbs, Adjectives, Possessive, Article, Interrogative, Numeral, Demonstrative, Indefinite, Descriptive, Adverbs, Manner, Time, Place, Degree, Negative, Interrogative, Conjunctions, Coordinate, Correlative, Subordinate, Interjections for excitement, Prepositions to indicate relationships		
Usage		
W.6.7.6 Apply conventions of grammar with emphasis on the following: Agreement, Subject-verb, Pronoun and antecedent, Parts of speech, Parts of a sentence and *sentence patterns,* S-V, S-V-DO, S-V-IO-DO, S-LV-PN, S-LV-PA, Conjugation in progressive verb forms, Prepositional phrases as modifiers, Dependent clauses		
Spelling		
W.6.7.7 Spell words correctly in all writing		
Capitalization		
W.6.7.8 Apply conventional rules of capitalization in writing		
Punctuation		
W.6.7.9 Apply conventional rules for all end marks and commas in writing		
W.6.7.10 Use semi-colons and colons in compound and compound-complex sentences		
W.6.7.11 Use colons in compound and compound-complex sentences and to introduce lists		
W.6.7.12 Use double and single quotation marks in dialogue		
Standard 7: Craftsmanship		
Purposefully shaping and controlling language		
W.7.7.1 Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers		
W.7.7.2 Use a variety of *sentence types* and lengths (see		

Conventions Standard 6)		
W.7.7.3 Use word or sentence repetition for effect		
W.7.7.4 Use transition words/ phrases		
W.7.7.5 Use purposeful vocabulary with emphasis on developing *voice*		
W.7.7.6 Create an effective lead and conclusion		
W.7.7.7 Narrow the time focus of a piece of writing		
W.7.7.8 Vary the placement of topic sentences		
W.7.7.9 Use dialogue effectively		
W.7.7.10 Use humor appropriately		
W.7.7.11 Use writer's checklist or scoring guides/*rubric*s to improve written work		
W.7.7.12 Self-evaluate writing		
Strand: Reading		
Standard 9: Comprehension		
Prior Knowledge		
R.9.7.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading		
Making Connections		
R.9.7.2 Infer the interrelations of text and world issues/events by applying connection strategies		
Using questioning and monitoring		
R.9.7.3 Prioritize questions formulated and purposes established for reading		
R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning		
R.9.7.5 Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns		
Using inferences and interpretations		
R.9.7.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text		
R.9.7.7 Infer a character's impact on plot development		
R.9.7.8 Infer mood of text		
R.9.7.9 Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution		
R.9.7.10 Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work		
R.9.7.11 Distinguish among stated fact, reasoned judgment, and opinion in text		
Determining importance		
R.9.7.12 Identify main ideas and supporting evidence in short stories and novels		
R.9.7.13 Use the *text features* to locate and recall information, with emphasis on graphics		
R.9.7.14 Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution		
R.9.7.15 Organize information, including simple outlining		
R.9.7.16 Use skimming, scanning, note-taking, outlining, and questioning as study strategies		

Summarizing and synthesizing		
R.9.7.17 Summarize the content of multiple chapters of a text		
Evaluating		
R.9.7.18 Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions		
R.9.7.19 Evaluate personal, social, and political issues as presented in text		
Standard 10: Variety of text		
Exhibits behaviors and habits of an active reader		
R.10.7.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels		
R.10.7.2 Read texts that reflect contributions of different cultural groups		
R.10.7.3 Vary reading strategies according to text and purpose		
Reading a variety of informational materials for enjoyment, critical analysis, and evaluation		
R.10.7.4 Understand how word choice and language structure convey an author's viewpoint		
R.10.7.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies		
R.10.7.6 Organize and synthesize information for use in written and oral *presentation*		
Reading a variety of literature for enjoyment, critical analysis and evaluation		
R.10.7.7 Read a variety of literature, including short stories, science fiction, legends, and myths		
Reading a variety of poetry for enjoyment, critical analysis and evaluation		
R.10.7.8 Read a variety of poetry, with emphasis on lyric poetry		
R.10.7.9 Identify the use of poetic devices, including comparison, *alliteration*, repetition, onomatopoeia, and rhyme		
R.10.7.10 Examine the effect of imagery on the mood or meaning of the poem		
Reading a variety of practical materials for enjoyment, critical analysis, and evaluation		
R.10.7.11 Read and utilize functional/*practical text*s, including forms, reports, cover letters, letterheads, and business letters		
R.10.7.12 Analyze advertisements for bias and propaganda		
Standard 11: Vocabulary, Word Study, and Fluency		
Word recognition		
R.11.7.1 Automatically decode words to ensure focus on comprehension		
R.11.7.2 Continue to develop and maintain an adequate body of sight words		
R.11.7.3 Add content words to sight vocabulary		
Word Study and Vocabulary		
R.11.7.4 Use knowledge of root words and affixes and word relationships to determine meaning		
R.11.7.5 Use context to determine meaning of multiple meaning words		
R.11.7.6 Use resources to determine meaning of technical and specialized vocabulary		
R.11.7.7 Determine useful and relevant words		

R.11.7.8 Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings or phrases		
R.11.7.9 Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject related vocabulary		
R.11.7.10 Use context to determine meaning of multiple meaning words.		
Reading with fluency		
R.11.7.11 Read grade level text with an approximate rate of 167 words per minute		
R.11.7.12 Read grade level text orally with accuracy and expression		
Strand: Inquiring/Researching		
Standard 12: Research/Inquiry Process		
Accessing information		
IR.12.7.1 Formulate original questions to select a topic for research		
IR.12.7.2 Use reference features (e.g., endnotes, etc.) and *text features* (e.g., endnotes, footnotes, bibliography, etc.) to access information		
IR.12.7.3 Use print and electronic sources, such as card catalogs and computer databases, to locate information		
IR.12.7.4 Gather information from more than one type of source (e.g., periodicals, books, learning logs, etc.)		
IR.12.7.5 Evaluate sources to select those most reliable and appropriate to purpose and topic		
Interpreting information		
IR.12.7.6 Use information presented in graphic sources to draw conclusions		
IR.12.7.7 Develop notes that include main topics, details, summaries, and paraphrasing from multiple types of sources		
IR.12.7.8 Create a formal topic outline of main topic, sub-topics, and details		
IR.12.7.9 Use research to create one or more oral, written, or visual *presentation*s /products		