

7th Grade STAAR Standards-Based Questions

Standards-Based, Reusable Questions Aligned to Assessed TEKS

How to Use This Document

These questions are designed to:

- Be posted in your classroom and returned to all year
- Work across any text in the appropriate genre
- Require the exact cognitive work of the standard
- Never name the skill being tested
- Grow with students through teacher modeling and scaffolding

Color-Coding Guide:

- **Readiness Standards** = Most heavily weighted on STAAR
- **Supporting Standards** = Lower weight on STAAR

REPORTING CATEGORY 1: READING

STRAND 1: VOCABULARY (TEKS §2)

● 2(A) — Use Resources to Determine Meaning

SUPPORTING STANDARD

Standards-Based Questions:

- *What resource would help you understand this word?*
- *What information about this word can you find in the dictionary entry?*
- *How is this word pronounced, and what is its origin?*

Teacher Scaffolding Moves:

- Model selecting appropriate resources (glossary, dictionary, thesaurus, etymology tools)
- Show how to read a dictionary entry (pronunciation, part of speech, origin, multiple meanings)
- Provide practice with print and digital resources

● 2(B) — Use Context to Clarify Meaning

READINESS STANDARD — High Priority

Focus: contrast and cause-effect context clues

Standards-Based Questions:

- *What clues in the surrounding sentences help you understand this word?*
- *How does the [contrast/cause-effect relationship] clarify the word's meaning?*
- *What does the author provide to help you understand this unfamiliar word?*

Teacher Scaffolding Moves:

- Explicitly teach 7th grade context clue types:
 - **Contrast** = opposite meaning provides clue (unlike, however, but, although, instead)
 - **Cause-Effect** = relationship reveals meaning (because, since, as a result, therefore)
- Model circling the unknown word and underlining context clues
- Use sentence stems: "The text shows ___ leads to ___, so the word probably means ___"

STAAR Connection: Context clues questions are frequent. Students must locate and use contrast or cause-effect relationships to determine meaning.

Example:

- "Unlike her gregarious sister, Maria was quite ___" (contrast clue)
- "The drought caused the vegetation to wither" (cause-effect clue)

● 2(C) — Greek and Latin Roots

SUPPORTING STANDARD

Focus Roots: *omni, log/logue, gen, vid/vis, phil, luc, sens/sent*

Standards-Based Questions:

- *What does the root [root] mean in this word?*
- *How does knowing the root help you determine the word's meaning?*
- *What other words share this same root, and what do they have in common?*

Teacher Scaffolding Moves:

- Pre-teach root meanings explicitly
- Create word family charts for each root
- Show how roots combine with prefixes/suffixes

Root Reference Chart for Students:

Root	Meaning	Example Words
omni	all	omniscient, omnipotent, omnivore
log/logue	word, study	dialogue, monologue, biology, logic
gen	birth, kind, race	generate, generation, genetics, gender
vid/vis	see	video, vision, visible, visual, supervise
phil	love	philosophy, Philadelphia, philanthropist
luc	light	lucid, translucent, elucidate
sens/sent	feel	sensation, sensitive, sentiment, consent

STRAND 2: COMPREHENSION SKILLS (TEKS §5)

● 5(C) — Make and Confirm Predictions

SUPPORTING STANDARD

Standards-Based Questions:

- *Based on [text feature/genre characteristic/structure], what do you predict will happen?*
- *What evidence confirms or changes your prediction?*
- *How does [this event/detail] support or challenge what you predicted?*

Teacher Scaffolding Moves:

- Model prediction based on genre characteristics (e.g., "In science fiction, I predict...")
- Show how to use text features (headings, images, graphs) to predict
- Create prediction tracker: Prediction | Evidence For | Evidence Against | Confirmed/Revised

● 5(E) — Make Connections

READINESS STANDARD — High Priority

Standards-Based Questions:

- *How does this connect to your own experience?*
- *What does this remind you of from another text we've read?*
- *How does this relate to something happening in society?*
- *How does this connection help you understand [character's situation/author's message]?*

Teacher Scaffolding Moves:

- Model specific, meaningful connections (not superficial)
- Teach connection types: Text-to-Self, Text-to-Text, Text-to-World
- Use stems: "This reminds me of ___ because ___"
- Show how connections deepen understanding or provide insight

STAAR Connection: Connections questions often ask how personal experience, other texts, or societal knowledge helps interpret character actions, themes, or author's message.

● 5(F) — Make Inferences

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *What can you determine about [character/situation] based on the evidence?*
- *What does the author suggest through [detail/dialogue/description]?*
- *How does [this evidence] help you understand [character's feelings/motivation/author's message]?*
- *What conclusion can you draw from [these details]?*

Teacher Scaffolding Moves:

- **NEVER use the word "infer" in the question**
- Model "reading between the lines" think-alouds
- Use inference equation: $x = \text{In-Fer (Text + Knowledge)}$
- Show the difference between stated (explicit) and unstated (implicit) information

STAAR Connection: The most frequently assessed standard. Questions ask students to determine character traits, motivations, relationships, themes, and author's implied messages using textual evidence.

Example STAAR Pattern:

- "What can the reader conclude about [character] based on [paragraph/section]?"
- "The reader can infer that..."
- "Based on the selection, what does [detail] suggest about...?"

● 5(G) — Evaluate Details for Key Ideas

READINESS STANDARD — High Priority

Standards-Based Questions:

- *Which details are most important for understanding [this section/the author's point]?*
- *How does this detail contribute to the main idea?*
- *What is the key idea of this section, and which details support it?*
- *Which detail is central to understanding the author's message?*

Teacher Scaffolding Moves:

- Model sorting details: Essential vs. Interesting vs. Supporting
- Show how to distinguish main idea from supporting details
- Use graphic organizers: Key Idea at top, supporting details below
- Teach that key ideas answer "What is this mostly about?"

STAAR Connection: Often paired with summarizing. Students must identify which details are central to meaning vs. minor.

● 5(H) — Synthesize Information

READINESS STANDARD — High Priority

Standards-Based Questions:

- *How do these ideas work together to create new understanding?*
- *What new insight emerges when you combine [section A] with [section B]?*
- *How has your thinking changed after reading the entire text?*
- *What conclusion can you draw when you consider all of this information together?*

Teacher Scaffolding Moves:

- Define synthesis: combining ideas to create NEW understanding (not summary)
- Model: "Before I thought __, but now I understand __"
- Show how synthesis = addition that creates something beyond the parts

- Use Venn diagrams to show overlapping ideas creating new insight

STAAR Connection: Higher-order thinking questions that require students to integrate multiple text sections or compare ideas across texts.

STRAND 3: RESPONSE SKILLS (TEKS §6)

● **6(C) — Use Text Evidence**

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *What evidence from the text supports your response?*
- *Which specific details show [your claim/idea]?*
- *Where in the text do you find support for this answer?*

Teacher Scaffolding Moves:

- Model selecting relevant vs. irrelevant evidence
- Teach quotation vs. paraphrase
- Show how to introduce evidence: "According to the text..." "The author states..." "In paragraph ___, the text shows..."
- Practice using line/paragraph numbers to cite precisely

STAAR Connection: EVERY multiple-choice question requires text evidence. ECR scoring heavily weighs sufficient, relevant evidence.

● **6(D) — Paraphrase and Summarize**

READINESS STANDARD — High Priority

Standards-Based Questions:

- *How would you restate this section in your own words?*
- *What are the most important points in this section, in order?*
- *How would you summarize this text while keeping the main ideas and logical order?*

Teacher Scaffolding Moves:

- Define difference: **Paraphrase** = same length, own words | **Summary** = shorter, main ideas only
- Model "Somebody Wanted But So Then" for narrative summary
- Use summary frames: "This text is mainly about __. First, __. Then, __. Finally, __."
- Show what to leave out: minor details, examples, repetition

STAAR Connection: Summary questions often appear as "Which sentence BEST summarizes..." or in ECR where students must demonstrate understanding through summary.

STRAND 4: LITERARY ELEMENTS (TEKS §7)● **7(A) — Infer Multiple Themes****SUPPORTING STANDARD****Standards-Based Questions:**

- *What message about life does the author convey through this story?*
- *How do the character's choices and consequences reveal a life lesson?*
- *What other message emerges from this text?*
- *What universal truth does this story suggest?*

Teacher Scaffolding Moves:

- **NEVER** ask "What is the theme?" — This names the skill
- Model how theme is *shown* through character actions, conflict, and resolution
- Teach theme vs. topic: Topic = one word (courage), Theme = complete idea (courage means standing up for what's right even when afraid)
- Use theme stems: "The author suggests that..." "This story shows that..."

STAAR Connection: Theme questions ask students to identify what the story suggests or reveals about life, human nature, or universal experiences.

● 7(B) — Analyze Character Qualities and Conflict Resolution

READINESS STANDARD — Highest Priority

NEW FOCUS: Character qualities (not just responses) and how they influence events and resolution

Standards-Based Questions:

- *How does the character's [trait/quality] influence what happens in the story?*
- *What happens because of the character's [determination/loyalty/stubbornness]?*
- *How does the character's [quality] affect how the conflict is resolved?*
- *What would be different about the resolution if the character had different qualities?*

Teacher Scaffolding Moves:

- Define character qualities: traits, characteristics, personality (brave, selfish, curious, impulsive)
- Model connecting quality → action → consequence → resolution
- Use chain graphic organizer: Character Quality → Influences Event → Affects Another Event → Shapes Resolution
- Show how internal qualities drive external events

STAAR Connection: Very frequent. Questions ask how character traits influence plot events and shape how conflicts are resolved.

Example STAAR Pattern:

- "How does [character's] [quality] influence the events in the story?"

- "The character's [trait] is important because it leads to..."
- "[Character's] [quality] affects the resolution by..."

7th Grade Difference from 6th:

- 6th = character *responses* (reactions) develop plot
- 7th = character *qualities* (traits) influence events and resolution

● 7(C) — Analyze Foreshadowing and Suspense

READINESS STANDARD — High Priority

NEW FOCUS: Foreshadowing and suspense (not just plot elements)

Standards-Based Questions:

- *How does this detail hint at what will happen later?*
- *What does this moment suggest about future events?*
- *How does the author create suspense in this section?*
- *What makes you uncertain about what will happen next?*
- *How does [foreshadowing/suspense] advance the plot?*

Teacher Scaffolding Moves:

- Define clearly:
 - **Foreshadowing** = hints or clues about future events
 - **Suspense** = uncertainty, tension, makes reader wonder what will happen
- Model identifying foreshadowing: "This detail seems important because it might mean..."
- Show how suspense is built: unanswered questions, delayed information, dangerous situations
- Connect to plot advancement: "This creates suspense, which keeps the reader engaged and moves the plot forward"

STAAR Connection: Questions focus on HOW these devices advance the plot, not just identification.

Example STAAR Pattern:

- "How does the foreshadowing in paragraph ___ advance the plot?"
- "The author creates suspense by..."
- "What does [detail] foreshadow about...?"

7th Grade Difference from 6th:

- 6th = plot elements (rising action, climax, falling action, resolution, flashback)
- 7th = specific plot devices (foreshadowing, suspense) and their function

● **7(D) — Analyze Setting's Influence**

SUPPORTING STANDARD**Standards-Based Questions:**

- *How does the [time period/place/culture] shape what the character can or cannot do?*
- *What conflict exists because of where or when this story takes place?*
- *How would the character's situation be different in a different setting?*
- *How does the setting influence character and plot development?*

Teacher Scaffolding Moves:

- Show setting creates constraints and opportunities
- Model: "Because this takes place in [setting], the character must/cannot..."
- Connect historical/cultural setting to character choices and plot possibilities
- Use comparison: "If this took place [now/then/here/there], the conflict would be different because..."

STAAR Connection: Setting questions ask how time, place, or culture influences character development and plot.

STRAND 4: GENRE (TEKS §8)

● 8(A) — Demonstrate Knowledge of Literary Genres

SUPPORTING STANDARD

Focus Genres: realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, science fiction

NEW GENRES FOR 7TH: fantasy, science fiction

Standards-Based Questions:

- *What characteristics of [genre] do you notice in this text?*
- *How does this text fit the [genre] genre?*
- *What would you expect to find in [genre], and do you see it here?*

Teacher Scaffolding Moves:

- Create genre characteristic charts
- Teach 7th grade genre markers:
 - **Fantasy** = magic, imaginary worlds, supernatural elements, good vs. evil
 - **Science Fiction** = futuristic setting, advanced technology, scientific concepts, explores "what if?"
 - (Review 6th grade genres: realistic fiction, adventure, historical fiction, mystery, humor, myths)

● 8(B) — Analyze Rhyme Scheme, Meter, and Graphical Elements

SUPPORTING STANDARD

NEW FOCUS: Graphical elements (punctuation and capitalization) in addition to rhyme scheme and meter

Standards-Based Questions:

- *How does the [rhyme scheme/meter/line break] affect the poem's meaning?*
- *What does the [punctuation/capitalization/spacing] contribute to how you read this poem?*
- *Why might the poet have used [specific graphical element]?*
- *How does the structure affect the poem's rhythm or emphasis?*

Teacher Scaffolding Moves:

- Read poems ALOUD to demonstrate meter and rhythm
- Show how graphical elements create meaning:
 - **Punctuation** = pauses, emphasis, run-on lines (enjambment)
 - **Capitalization** = emphasis, personification, beginning of thoughts
 - **Spacing** = visual impact, pacing
- Mark stressed/unstressed syllables to show meter
- Connect structure to meaning: "The lack of punctuation creates a rushed feeling that matches..."

● 8(C) — Analyze Playwright's Craft

SUPPORTING STANDARD

Standards-Based Questions:

- *What do you learn about the character from what they say and how they say it?*
- *How do the stage directions reveal character or advance the plot?*
- *What would change if this were narrated instead of performed?*
- *How does the dialogue show the relationship between characters?*

Teacher Scaffolding Moves:

- Read plays aloud with different voices
- Act out scenes to show how staging creates meaning
- Highlight stage directions and discuss what they reveal
- Compare script format to prose narrative

● 8(D)(i) — Controlling Idea/Thesis with Evidence

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What is the author's main claim or controlling idea?*
- *How does the evidence in this section support the author's thesis?*
- *What type of evidence does the author use, and how does it strengthen the claim?*

Teacher Scaffolding Moves:

- Define: **Controlling idea** = main point, what the author wants you to know/believe
- Model distinguishing thesis from topic
- Teach evidence types: facts, statistics, examples, expert opinions, anecdotes
- Show how evidence "proves" or supports the controlling idea

STAAR Connection: Informational text questions often ask students to identify the central idea and explain how evidence supports it.

● 8(D)(ii) — Text Features for Background

SUPPORTING STANDARD

Focus: references or acknowledgements

Standards-Based Questions:

- *What background information do the [references/acknowledgements] provide?*
- *How do the references help you understand the author's research or credibility?*
- *What does the acknowledgements section reveal about the author's sources or influences?*

Teacher Scaffolding Moves:

- Model reading features BEFORE main text
- Show how references provide credibility and sources for further research
- Explain how acknowledgements can reveal author's perspective or methodology

● 8(D)(iii) — Organizational Patterns (Multiple Topics)

SUPPORTING STANDARD

NEW FOCUS: Patterns that support multiple topics, categories, and subcategories

Standards-Based Questions:

- *How does the author organize information about [multiple topics]?*
- *How are the [categories/subcategories] structured in this text?*
- *Why might the author have chosen this organizational pattern for multiple topics?*

Teacher Scaffolding Moves:

- Show complex organizational structures:
 - Multiple topics with subtopics under each
 - Categories with subcategories
 - Hierarchical organization
- Use graphic organizers to visualize structure
- Model: "The author divides the topic into ___ main categories, and under each category..."

● **8(E)(i) — Identify the Claim**

READINESS STANDARD — Highest Priority**Standards-Based Questions:**

- *What position does the author take on this issue?*
- *What does the author want you to believe or do?*
- *What is the author arguing for or against?*

Teacher Scaffolding Moves:

- Define: **Claim** = the author's position, what they're arguing
- Model finding the claim (often in introduction or conclusion)
- Show how to distinguish claim from evidence or background information
- Use claim stems: "The author argues that..." "The author believes..."

STAAR Connection: Argumentative text questions require identifying the central argument before analyzing how it's supported.

● 8(E)(ii) — Evidence Types and Consideration of Alternatives

READINESS STANDARD — Highest Priority

NEW FOCUS: Consideration of alternatives (counterclaims/opposing views) in addition to evidence types

Standards-Based Questions:

- *What type of evidence does the author use to support the argument?*
- *How does this evidence strengthen the author's claim?*
- *How does the author address opposing viewpoints or alternative perspectives?*
- *Why does the author include [counterargument/alternative view]?*

Teacher Scaffolding Moves:

- Name evidence types explicitly:
 - **Facts** = proven, verifiable information
 - **Statistics** = numerical data
 - **Examples** = specific instances
 - **Expert testimony** = quotes from authorities
 - **Anecdotes** = personal stories
- Teach consideration of alternatives:
 - **Counterargument** = opposing viewpoint
 - **Concession** = acknowledging valid points from other side
 - **Rebuttal** = response to counterargument
- Model: "The author uses [evidence type] to show that..." and "The author addresses the opposing view by..."

STAAR Connection: Very frequent in argumentative passages. Students must identify evidence types AND recognize how authors address alternatives to strengthen their arguments.

7th Grade Difference from 6th:

- 6th = explain how author uses evidence
- 7th = explain evidence use AND consideration of alternatives

● 8(E)(iii) — Identify Intended Audience

SUPPORTING STANDARD

Standards-Based Questions:

- *Who is the author trying to persuade?*
- *How can you tell this is written for [specific audience]?*
- *What clues in the language or content reveal the intended reader?*

Teacher Scaffolding Moves:

- Teach audience clues: vocabulary level, background knowledge assumed, tone, examples used
- Model: "The author assumes the reader knows ___, so the audience is probably..."
- Show how audience affects word choice and content

STRAND 5: AUTHOR'S PURPOSE AND CRAFT (TEKS §9)

● 9(A) — Explain Author's Purpose and Message

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *Why did the author write this text?*
- *What does the author want you to understand or believe?*
- *How do you know the author's purpose is to [inform/persuade/entertain]?*

Teacher Scaffolding Moves:

- Teach the three purposes: Inform, Persuade, Entertain (+ variations)
- Show how purpose shapes choices: structure, tone, evidence, language
- Model finding purpose clues in genre, title, and content
- Define **message**: what the author wants you to take away

STAAR Connection: Purpose questions appear across all genres. Students must identify why the author wrote the text and what they want readers to know/believe/feel.

● 9(B) — Analyze Text Structure's Contribution

SUPPORTING STANDARD

Standards-Based Questions:

- *How does the [chronological/compare-contrast/cause-effect/problem-solution] structure help the author achieve their purpose?*
- *What would change if the author had organized this differently?*
- *Why is this organizational structure effective for this topic?*

Teacher Scaffolding Moves:

- Name structure types and their purposes:
 - **Chronological/Sequence** = shows order, process, timeline
 - **Compare-Contrast** = shows similarities and differences
 - **Cause-Effect** = explains why something happened
 - **Problem-Solution** = presents issue and resolution
 - **Description** = creates clear picture
- Teach signal words for each structure
- Connect structure to purpose: "Because the author wants to inform about a process, chronological structure makes sense"

● 9(C) — Analyze Print and Graphic Features

SUPPORTING STANDARD

Standards-Based Questions:

- *How does the [chart/graph/image/bold text/caption] support the author's purpose?*
- *What information does this feature add that the text alone does not?*
- *Why did the author include this graphic feature?*

Teacher Scaffolding Moves:

- Name common features: headings, bold/italic text, images, charts, graphs, diagrams, captions, sidebars
- Model reading features for information
- Show how features clarify, emphasize, or provide visual evidence
- Practice integrating text and features

● 9(D) — Analyze Figurative Language

SUPPORTING STANDARD

Focus: metaphor, personification

Standards-Based Questions:

- *How does the [metaphor/personification] help you understand [concept/character/idea]?*
- *What does this comparison reveal that literal language would not?*
- *Why did the author use figurative language here instead of stating it directly?*

Teacher Scaffolding Moves:

- **NEVER** ask "What does this metaphor mean?" — Ask what it *does*
- Define clearly:
 - **Metaphor** = comparison without "like" or "as" (life is a journey)
 - **Personification** = giving human qualities to non-human things
- Model: "The author compares ___ to ___ to show that..."
- Focus on PURPOSE: creates vivid image, conveys emotion, clarifies abstract idea

● 9(E) — Identify Subjective and Objective Point of View

SUPPORTING STANDARD

NEW FOCUS: Subjective vs. objective point of view (not narrative POV)

Standards-Based Questions (SBQ), Erika Prelow 2025

Standards-Based Questions:

- *Is this text written from a subjective or objective point of view?*
- *How can you tell the author is/isn't including personal opinions or feelings?*
- *Which words or phrases reveal the author's [objectivity/subjectivity]?*
- *What is the effect of the [objective/subjective] point of view?*

Teacher Scaffolding Moves:

- Define clearly:
 - **Objective** = factual, unbiased, no personal opinions (news reports, scientific articles)
 - **Subjective** = includes personal feelings, opinions, bias (editorials, reviews, memoirs)
- Teach signal words:
 - Objective: states, reports, shows, data, research
 - Subjective: I believe, I think, should, must, clearly, obviously
- Show how point of view affects credibility and purpose

7th Grade Difference from 6th:

- 6th = omniscient and limited narrative point of view (1st/3rd person)
- 7th = subjective vs. objective point of view (bias vs. neutrality)

● 9(F) — Analyze Language's Contribution to Mood, Voice, and Tone

SUPPORTING STANDARD

NEW FOCUS: All three—mood, voice, AND tone

Standards-Based Questions:

- *What feeling does this section create, and which specific words contribute to that feeling?*
- *How would you describe the author's personality or attitude based on the language?*
- *How does the author's word choice affect the [mood/voice/tone]?*

Teacher Scaffolding Moves:

- Define all three:

- **Mood** = reader's feeling (suspenseful, joyful, somber, tense)
- **Voice** = author's personality/style (formal, playful, serious, conversational)
- **Tone** = author's attitude toward subject (respectful, critical, admiring, sarcastic)
- Provide mood/tone/voice word banks
- Model: "The author uses words like ___, ___, and ___ to create a [mood] feeling and establish a [voice] voice"

7th Grade Difference from 6th:

- 6th = mood and voice
- 7th = mood, voice, AND tone

● 9(G) — Rhetorical Devices and Logical Fallacies

SUPPORTING STANDARD

NEW FOCUS: Specific rhetorical devices (direct address, rhetorical questions) and specific logical fallacies (loaded language, sweeping generalizations)

Standards-Based Questions:

- *How does the author's use of [direct address/rhetorical question] affect the reader?*
- *What is the purpose of the [rhetorical device]?*
- *How does [loaded language/sweeping generalization] reveal a flaw in the reasoning?*
- *Why might the author use [flawed reasoning/emotional appeal]?*

Teacher Scaffolding Moves:

- Define and provide examples:

Rhetorical Devices (Persuasive Techniques):

- **Direct address** = speaking directly to reader ("You know that...")
- **Rhetorical question** = question that doesn't need an answer, makes a point ("Don't you want to succeed?")

- **Logical Fallacies (Flawed Reasoning):**
 - **Loaded language** = words with strong emotional connotations (freedom fighter vs. terrorist)
 - **Sweeping generalization** = overly broad claim without support ("Everyone knows..." "All teenagers...")
- Model identifying and explaining the purpose or flaw
- Show difference: rhetorical devices = persuasive techniques; logical fallacies = reasoning errors

7th Grade Difference from 6th:

- 6th = explain differences between rhetorical devices and logical fallacies (general)
- 7th = identify and explain specific devices and fallacies

REPORTING CATEGORY 2: WRITING

Revising and Editing (Multiple Choice)

● 10(B)(i) — Purposeful Structure

READINESS STANDARD

Focus: introduction, transitions, coherence within and across paragraphs, conclusion

Standards-Based Questions:

- *Which sentence would BEST introduce this topic?*
- *What transition would improve the connection between these paragraphs?*
- *Which sentence does NOT belong in this paragraph?*
- *What would make this conclusion more effective?*

Teacher Scaffolding Moves:

- Teach transition types: addition, contrast, cause-effect, sequence, conclusion
- Model coherence: all sentences in a paragraph relate to one idea
- Show strong introduction characteristics: hook, context, thesis
- Show strong conclusion characteristics: restate main idea, final thought, call to action

● 10(B)(ii) — Depth of Thought with Specific Facts, Details, and Examples

READINESS STANDARD

NEW FOCUS: Examples added to facts and details

Standards-Based Questions:

- *Which sentence adds the most specific support to this paragraph?*
- *What [detail/example] would BEST develop this idea?*
- *Which revision adds depth to this statement?*

Teacher Scaffolding Moves:

- Show vague vs. specific details
- Model adding facts, examples, descriptions, explanations
- Teach: specific details answer who, what, when, where, why, how
- Show how examples illustrate ideas

7th Grade Difference from 6th:

- 6th = specific facts and details
- 7th = specific facts, details, AND examples

● 10(C) — Revise for Clarity, Development, Organization, Style, Word Choice, Sentence Variety

READINESS STANDARD

Standards-Based Questions:

Standards-Based Questions (SBQ), Erika Prelow 2025

- *Which revision improves the clarity of this sentence?*
- *What change would improve the word choice?*
- *Which sentence should be moved to improve organization?*
- *How could this sentence be revised for better style?*

Teacher Scaffolding Moves:

- Define each revision focus:
 - **Clarity** = easier to understand
 - **Development** = more detailed, complete
 - **Organization** = logical order
 - **Style** = voice, tone, variety
 - **Word choice** = precise, vivid, appropriate
 - **Sentence variety** = different lengths and structures

● 10(D)(i) — Complete Complex Sentences, Subject-Verb Agreement

READINESS STANDARD

Standards-Based Questions:

- *Which revision corrects the sentence fragment?*
- *What is the error in this sentence? (run-on/splice/fragment)*
- *Which verb agrees with the subject in this sentence?*

Teacher Scaffolding Moves:

- Define:
 - **Fragment** = incomplete sentence (missing subject or verb)
 - **Run-on** = two sentences incorrectly joined
 - **Comma splice** = two sentences joined with only a comma
- Teach subject-verb agreement rules
- Model identifying and correcting each error type

● 10(D)(ii) — Consistent, Appropriate Use of Verb Tenses

READINESS STANDARD

Standards-Based Questions:

- *Which verb tense is correct in this sentence?*
- *What is the error in verb tense?*
- *Which revision maintains consistent verb tense?*

Teacher Scaffolding Moves:

- Teach tense consistency within paragraphs
- Show when tense shifts are appropriate (flashback, general truths)
- Model correcting tense errors

● 10(D)(ix) — Correct Spelling (Commonly Confused Terms)

READINESS STANDARD

Focus: its/it's, affect/effect, there/their/they're, to/two/too

Standards-Based Questions:

- *Which word is spelled correctly in this sentence?*
- *What is the spelling error in this sentence?*

Teacher Scaffolding Moves:

- Create memory tricks for each pair
- Provide definitions:
 - its = possessive | it's = it is
 - affect = verb (influence) | effect = noun (result)
 - there = place | their = possessive | they're = they are
 - to = direction | too = also/excessive | two = number
- Practice in context

● 10(D)(iii) — Conjunctive Adverbs

SUPPORTING STANDARD

Common conjunctive adverbs: however, therefore, furthermore, meanwhile, consequently, nevertheless

Teacher Scaffolding Moves:

- Teach punctuation: semicolon before, comma after
- Show how conjunctive adverbs connect ideas and show relationships

● 10(D)(iv) — Prepositions and Subject-Verb Agreement

SUPPORTING STANDARD

Teacher Scaffolding Moves:

- Show how prepositional phrases can separate subject and verb
- Model crossing out prepositional phrases to find true subject
- Example: "The box of crayons **IS** on the table" (box IS, not crayons are)

● 10(D)(v) — Pronoun-Antecedent Agreement

SUPPORTING STANDARD

Teacher Scaffolding Moves:

- Teach pronoun-antecedent agreement (pronoun matches noun in number and gender)
- Show common errors: "Everyone should bring their book" (singular/plural mismatch)
- Model corrections

● 10(D)(vi) — Subordinating and Correlative Conjunctions

SUPPORTING STANDARD

Subordinating conjunctions: because, although, since, while, if, when, after, before, unless

Correlative conjunctions: either/or, neither/nor, both/and, not only/but also

Teacher Scaffolding Moves:

- Show how subordinating conjunctions create complex sentences
- Teach correlative conjunction pairs and parallel structure

● 10(D)(vii) — Correct Capitalization

SUPPORTING STANDARD

Teacher Scaffolding Moves:

- Review capitalization rules (proper nouns, sentence beginnings, titles)
- Practice with organization names, geographical locations, titles

● 10(D)(viii) — Punctuation (Commas and Semicolons)

SUPPORTING STANDARD

NEW FOCUS: Commas to set off words, phrases, clauses AND semicolons

Teacher Scaffolding Moves:

- Teach comma rules:
 - To set off introductory elements
 - To set off interrupters (however, therefore, by the way)
 - To set off nonessential clauses
 - After transition words

- Teach semicolon uses:
 - Between independent clauses (instead of period or comma + conjunction)
 - Before conjunctive adverbs (however; therefore; meanwhile;)

7th Grade Difference from 6th:

- 6th = commas in complex sentences, transitions, introductory elements
- 7th = commas to set off words, phrases, clauses + semicolons

Extended Constructed Response (ECR)

● 6(B) — Write Responses Demonstrating Understanding

READINESS STANDARD — Assessed in ECR

Focus: Write responses that demonstrate understanding of texts, including comparing sources within and across genres

Standards-Based Prompts:

- *How are these two texts similar and different in [theme/structure/purpose]?*
- *Compare how [character A] and [character B] respond to similar situations.*
- *What do both texts suggest about [theme/topic]?*
- *How do the authors of both texts develop [idea/theme]?*

Teacher Scaffolding Moves:

- Teach comparison structure: Introduce → Similarity → Difference → Conclusion
- Provide comparison stems: "Both texts...", "While Text 1..., Text 2...", "Similarly...", "In contrast..."
- Model using evidence from BOTH texts

● 11(B) — Compose Informational Texts

READINESS STANDARD — Assessed in ECR

Focus: Multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement

Standards-Based Prompts:

- *Write an informational essay explaining [process/concept/topic] based on the text(s).*
- *Using evidence from the text(s), explain how [topic] is developed.*

Teacher Scaffolding Moves:

- Teach informational essay structure: Introduction with thesis → Body paragraphs with evidence → Conclusion
- Model topic sentences that support thesis
- Show how to integrate textual evidence smoothly

● 11(C) — Compose Argumentative Texts

READINESS STANDARD — Assessed in ECR

Focus: Multi-paragraph argumentative texts using genre characteristics and craft

Standards-Based Prompts:

- *Write an argumentative essay stating whether [position]. Use evidence from the text(s) to support your claim.*
- *Based on the text(s), argue whether [claim]. Support your position with evidence.*

Teacher Scaffolding Moves:

- Teach argumentative structure: Introduction with claim → Body paragraphs with reasons and evidence → Counterclaim (optional) → Conclusion
- Model using evidence to support reasoning
- Show how to address opposing viewpoints

● 11(D) — Compose Correspondence

SUPPORTING STANDARD

Focus: Reflects an opinion, registers a complaint, or requests information in a business or friendly structure

Teacher Scaffolding Moves:

- Teach business letter format: heading, inside address, greeting, body, closing, signature
- Show difference between formal (business) and friendly tone
- Model appropriate language for purpose (opinion, complaint, request)

STAAR Success Strategy: The Question Stays Clean

Remember:

- The question embeds the thinking — it doesn't announce it
- Teacher scaffolding happens OUTSIDE the question
- Students grow with the question through modeling and practice
- Text changes, question stays the same

Post these questions. Return to them all year. Watch your students grow.

Readiness vs. Supporting Standards Priority Guide

● HIGHEST PRIORITY (Most Frequent on STAAR):

- 2(B) — Context clues (contrast, cause-effect)
- 5(E) — Make connections
- 5(F) — Make inferences ★ **MOST TESTED**
- 5(G) — Evaluate details for key ideas
- 5(H) — Synthesize information

- 6(C) — Use text evidence ★ **EVERY QUESTION**
- 6(D) — Paraphrase and summarize
- 7(B) — Character qualities influence events/resolution ★ **VERY FREQUENT**
- 7(C) — Foreshadowing and suspense ★ **NEW FOCUS**
- 8(D)(i) — Controlling idea/thesis
- 8(E)(i) — Identify claim
- 8(E)(ii) — Evidence types and consideration of alternatives ★ **NEW FOCUS**
- 9(A) — Author’s purpose and message ★ **VERY FREQUENT**

● **IMPORTANT BUT LESS FREQUENT:**

All other supporting standards should still be taught but receive less emphasis in test prep.

NEW What’s **NEW** in 7th Grade (Compared to 6th)?

Literary Elements:

- 7(B): Character *qualities* (traits) → influence events/resolution (vs. 6th: character *responses* → develop plot)
- 7(C): *Foreshadowing and suspense* (vs. 6th: general plot elements)

Vocabulary:

- 2(B): *Contrast and cause-effect* context clues (vs. 6th: definition, analogy, examples)
- 2(C): New roots: omni, log/logue, gen, vid/vis, phil, luc, sens/sent

Genre:

- 8(A): Added genres: *fantasy, science fiction*
- 8(B): Added *graphical elements* (punctuation, capitalization) to poetry analysis
- 8(D)(iii): *Multiple topics, categories, subcategories* (vs. 6th: definition, classification, advantage/disadvantage)
- 8(E)(ii): Added *consideration of alternatives* to evidence analysis

Author's Craft:

- 9(E): *Subjective vs. objective POV* (vs. 6th: omniscient vs. limited narrative POV)
- 9(F): Added *tone* to mood and voice
- 9(G): *Specific* rhetorical devices and fallacies (vs. 6th: general differences)

Writing:

- 10(B)(ii): Added *examples* to facts and details
- 10(D)(viii): Added *semicolons* to comma usage

Final Reminder: These questions are designed to be reusable across ANY text. Don't rewrite them for each passage — adapt the bracketed sections and let the cognitive demand do the work.