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SAMPLER

7

Reading Language Arts

Essential TEKS with STAAR® Practice

**2023
STAAR
Redesign**

- 3-step approach for efficient remediation
- 25%+ new question types including constructed responses
- Writing: 15 Skills Lessons for Editing, Revising, and compositions
- Reading: 25+ passages including argumentative and cross-curricular



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Sampler

Overview Table of Contents

Detailed Table of Contentsiv
Welcome Letter	vii
Using This Book for STAAR Successviii

READING

Diagnostic Tests	4
Reading Skill Lessons	
Literary Skills	32
Informational and Argumentative Skills	63
Text Evidence and Analysis Skills	83
Paired Texts and Vocabulary Skills	101
Reading STAAR Practice	
Literary Texts	120
Informational and Argumentative Texts	161
Paired Texts	185
Post Tests	206

WRITING

Revising	
Diagnostic Tests	241
Revising Skill Lessons	249
Revising STAAR Practice	274
Post Tests	290
Editing	
Diagnostic Tests	300
Editing Skill Lessons	308
Editing STAAR Practice	355
Post Tests	372
Extended Constructed Response	
ECR Skill Lessons	382
STAAR Practice Prompts	403

Detailed Table of Contents

Welcome Letter	vii
Using This Book for STAAR Success	viii

READING

Reading Academic Vocabulary	xii
Reading STAAR Test-Taking Strategies	xiv
Reading Student Progress Monitoring Chart	2

Diagnostic Tests

Drama: <i>from</i> Fourteen	4
Poetry: The Day Mama Sold the Yard	11
Fiction (Paired): "Breaking In" <i>from</i> Black Beauty	14
Informational (Paired): Old Whip: A Headstrong Texas Hero	19
Argumentative: Exotic Animals as Pets?	26

Reading Skill Lessons

LITERARY SKILLS

1 Analyzing Characters (7.7B)	32
2 Analyzing Plot and Setting (7.7C, 7.7D)	35
3 Analyzing Theme (7.7A)	40
4 Analyzing Poetry (7.8B)	44
5 Analyzing Drama (7.8C)	48
6 Analyzing Figurative Language and Literary Devices (7.9D, 7.9E)	53
7 Analyzing Mood, Voice, Tone, and Point of View (7.9E, 7.9F)	58

INFORMATIONAL AND ARGUMENTATIVE SKILLS

8 Analyzing Informational Texts (7.8Di, 7.8Dii, 7.8Diii)	63
9 Analyzing Argumentative Texts (7.8Ei, 7.8Eii, 7.8Eiii, 7.9G)	68
10 Analyzing Print and Graphic Features (7.9C)	73
11 Analyzing Organizational Patterns (7.8Diii, 7.9B)	77

TEXT EVIDENCE AND ANALYSIS SKILLS

12 Understanding Author's Purpose (7.9A, 7.9B)	83
13 Making Inferences and Using Text Evidence (7.5F, 7.5G, 7.6C)	87
14 Synthesizing Ideas (7.5H)	91
15 Summarizing Texts (7.6D)	95

PAIRED TEXTS AND VOCABULARY SKILLS

16 Using Context Clues (7.2B)	101
17 Using Reference Resources (7.2A, 7.2B)	105
18 Using Greek and Latin Roots (7.2C)	109
19 Analyzing Multiple Texts (7.5E)	113

Reading STAAR Practice

LITERARY TEXTS

1 <i>from One Day More (Drama)</i>	120
2 Hearts and Hands (Fiction)	126
3 Father (Poetry)	132
4 The Smith County Fair (Nonfiction)	137
5 "A Stormy Day" <i>from</i> Black Beauty (Fiction)	142
6 The Art Room (Poetry)	149
7 Autumntime (Fiction)	152
8 Buffalo Bill 's (Poetry)	157

INFORMATIONAL AND ARGUMENTATIVE TEXTS

9 Bessie Coleman (Informational)	161
10 The Devil of Scott County (Informational)	166
11 Jiminy Cricket! Why Bugs May Soon Be on the Menu (Argumentative)	172
12 The Writing's on the Wall (Argumentative)	178

PAIRED TEXTS

13 Paired: The Kemp's Ridley Sea Turtle / Ridley Ranger	185
14 Paired: Old Rip / Horned Lizard Facts	195

Post Tests

Drama: <i>from</i> Fourteen (<i>continued</i>)	206
Poetry: Succession	214
Fiction (Paired): <i>from</i> The Chocolate War	218
Informational (Paired): Hazing: Hurting to Belong	223
Argumentative: Why Schools Need to Get Moving!	229

WRITING

Writing STAAR Test-Taking Strategies	236
Writing Student Progress Monitoring Chart	238

REVISING

Diagnostic Tests

Revising 1 (Informational)	241
Revising 2 (Argumentative)	245

Revising Skill Lessons

1 Coherence and Clarity (7.10C)	249
2 Introductions and Conclusions (7.10Bi)	258
3 Adding, Removing, and Organizing Details (7.10Bi, 7.10Bii)	264
4 Transitions (7.10Bi)	269

Revising STAAR Practice

1 Uncovering Texas History: La Salle and <i>La Belle</i> (Informational)	274
2 Textbooks or Tablets? (Argumentative)	278
3 Texas State Symbols (Informational)	282
4 A Texas Great (Informational)	286

Post Tests

Revising 1 (Informational) 290
 Revising 2 (Argumentative) 294

EDITING

Diagnostic Tests

Editing 1 (Literary Nonfiction / Literary Nonfiction) 300
 Editing 2 (Informational / Informational) 304

Editing Skill Lessons

5 Choosing Correct Spellings (7.10Dix) 308
 6 Choosing Correct Capitalization (7.10Dvii) 316
 7 Using Punctuation Correctly (7.10Dviii) 323
 8 Using Pronouns Correctly (7.10Dv) 331
 9 Using Verbs Correctly (7.10Dii) 338
 10 Combining Sentences and Making Complete Sentences (7.10Di) 344
 11 Using Prepositions Correctly (7.10Div) 350

Editing STAAR Practice

5 What’s for Lunch / Silky Giants (Informational / Informational) 355
 6 Books and Burros / Fishing (Informational / Fiction) 359
 7 Grandfather’s Visit / The Useful Beaver (Literary Nonfiction / Informational) 363
 8 Hawaiian Volcanoes / Vikings (Informational / Informational) 367

Post Tests

Editing 1 (Argumentative / Informational) 372
 Editing 2 (Informational / Literary Nonfiction) 376

EXTENDED CONSTRUCTED RESPONSE

ECR Skill Lessons

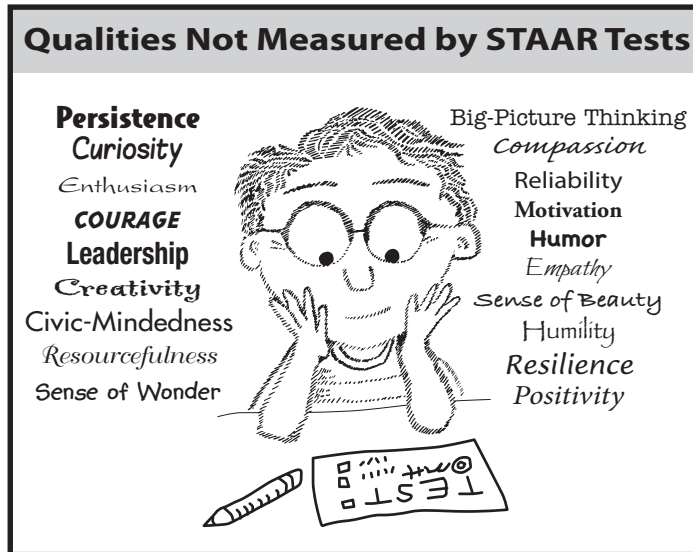
12 Responding to the Prompt (7.6B, 7.10B) 382
 13 Developing Body Paragraphs (7.6B, 7.10B) 386
 14 Composing the Essay (7.6B, 7.10B) 393
 15 Revising and Editing (7.6B, 7.10B) 398

STAAR Practice Prompts

1 Autumntime (Fiction) 403
 2 Bessie Coleman (Informational) 406
 3 Father (Poetry) 409
 4 One Day More (Drama) 412
 5 Jiminy Cricket! Why Buns May Soon Be on the Menu (Argumentative) 415
 6 “The Kemp’s Ridley Sea Turtle” and “Ridley Ranger” (Paired) 418

Dear Students,

You are amazing in so many ways. There is no test that shows all the qualities that make you YOU.



You will take the STAAR Grade 7 Reading Language Arts test later this year. Don't worry, this workbook was designed to help you learn what you need to know by:

- reviewing the reading and writing skills you need to know, and
- providing practice passages and questions that are similar to those you will see when you take the actual STAAR test.

Practicing Smart

The key to doing well on the STAAR test is practice. But its important to practice smart by learning the most important TEKS and how they are tested in STAAR. That's how this workbook can help you!

When practicing, don't be afraid of making a mistake. Your mistakes give important feedback, telling you what you need to learn. Why is one answer the best answer? What did you do wrong to get an incorrect answer? By doing this, you will avoid making the same mistake on the actual STAAR test!

Remember that you build your test-taking "muscles" one question at a time. When you give each question your full attention, you are building your test-taking muscles of focus.

Getting ready for the STAAR test can be a fun challenge! Keep trying and you will succeed!

Your partners in STAAR success,

The Sirius Education Team

Using This Book for STAAR Success—3 Steps

This workbook gives **instruction** and **practice** for the most important Reading and Writing skills. Use the 3-Steps to find out what you already know. Review and practice the rest.

STEP 1 Identify Your Needs—Diagnostics Tests

Use the Diagnostic Tests to see what you know and what you need to review. Keep track of your results in the Student Progress Monitoring Chart.

READING DIAGNOSTIC Poetry 7.2A 7.7A
7.2B 7.8B 7.9F
7.5F 7.9D

Read the selection and choose the best answer to each question.

The Day Mama Sold the Yard
by Carolyn Luke Reding

Mama needed cash. Why? Who knows?
Maybe to pay the monthly piano note.
Mama to purchase that piano. Leathers, shoes, stockings, and white flour.

8 Read the following dictionary entry.

note /nōt/ v
1. a brief account written to aid memory 2. a bill or notice of a financial debt 3. a musical note

Which definition best fits the meaning of note in the selection?

(A) Definition 1
(B) Definition 2
(C) Definition 3

Name _____ Class _____ Date _____

READING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

① Diagnostic Shade the bubble for each question that you answered correctly. Find the total correct.
② Instruction For each question you missed, study the skill lesson and check it off.
③ Post Test Shade the bubble for each question that you answered correctly. Find the total correct.

DRAMA

Diagnostic	Instruction	Completed	Post Test
1	Using Greek and Latin Roots (p. 109)	7.2C <input checked="" type="checkbox"/>	1 <input type="checkbox"/>
2	Analyzing Mood, Voice, Tone, and Point of View (p. 58)	7.9F <input checked="" type="checkbox"/>	2 <input type="checkbox"/>
3	Making Inferences and Using Text Evidence (p. 87)	7.5F <input type="checkbox"/>	3 <input type="checkbox"/>
4	Analyzing Drama (p. 48)	7.8C <input type="checkbox"/>	4 <input type="checkbox"/>
5	Analyzing Drama (p. 48)	7.8C <input type="checkbox"/>	5 <input type="checkbox"/>
6	Making Inferences and Using Text Evidence (p. 87)	7.5F <input type="checkbox"/>	6 <input type="checkbox"/>
7	Analyzing Theme (p. 40)	7.7A <input type="checkbox"/>	7 <input type="checkbox"/>
Total 2 / 7			Total / 7

POETRY

Diagnostic	Instruction	Completed	Post Test
8	Using Reference Resources (p. 105)	<input type="checkbox"/>	8 <input type="checkbox"/>
9	Using Context Clues (p. 101)	<input type="checkbox"/>	9 <input type="checkbox"/>
10	Analyzing Figurative Language and Literary Devices (p. 53)	<input type="checkbox"/>	10 <input type="checkbox"/>
11	Analyzing Mood, Voice, Tone, and Point of View (p. 58)	<input type="checkbox"/>	11 <input type="checkbox"/>

Each item correlates to a Skill Lesson.

Monitor your progress.

Focus on what you most need to practice.

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STEP 2 Focus Preparation—Learning and Practice

Use your Diagnostic Test results to focus on your unique needs.

READING SKILL 5 Analyzing Drama 7.2C

Plays and dramas are organized differently from other genres. Dramas are written to be read. Plays are meant to be read and then performed in front of an audience. Acts and scenes provide structure to both dramas and plays. Scenes are episodes that thematically develop the narrative of the acts.

Most characters in plays and dramas appear in a list with a brief description at the beginning of the script. The dramatic element of **dialogue**—the words characters speak—is important because dialogue advances the play's action.

Stage directions are dramatic elements in the script that tell actors where to walk and how to say their lines. Dialogue and staging work together when characters speak to each other softly and move closer together during a romantic scene.

CHECK-IN
Think about a play or drama you have read. In your mind or in discussion with a partner, compare it to a fiction story. Then explain how plays and dramas are different from fiction stories.


BUILD SKILLS
On the STAAR test, you may be asked to identify the structure and dramatic elements of plays and dramas. Draw a line to match each element to its definition. The first one has been done for you.

Element of a Play or Drama	Definition
1. character	words spoken in a play or drama
2. dialogue	a text with characters and stage directions that is performed
3. stage directions	a text with characters and stage directions that is read but not performed
4. drama	a person in a play or drama
5. play	descriptions of how actors should move and speak when saying lines

READING PRACTICE 9 Informational 7.2A 7.2D
7.2B 7.1B
7.5F 7.1E

Read the selection and choose the best answer to each question.

Bessie Coleman
by Vivian Chakranon



Bessie Coleman, shown here on the wheel of a Curtiss JN-4 "Jenny" in her custom-designed flying suit, circa 1914

Bessie Coleman was born in Atlanta, Texas, in 1892. Her mother was African American. Her father was part African American and part American Indian. His family was poor. Bessie had to walk nearly four miles to go to school.

- Bessie had to pick cotton and wash clothes to help earn money for her family, was able to save a little money and went to college in the state of Oklahoma. She was in college only one year. She had to leave because she did not have enough money to complete her studies. But during that year, she learned about flying and about the first flight of the Wright brothers and the first American female, Harriet Quimby. Bessie often thought about what it would feel like to fly like a pilot.
- She heard stories from pilots who were returning from World War I. She decided she was going to learn how to fly airplanes. She soon found this to be almost impossible. Flight schools at the time would not admit an African American woman.
- She found that apparently there were none in the United States. Bessie learned that she would have a better chance in Europe. She began to study French at a language school in Chicago. She also took a high-paying job supervising a restaurant so she could save money.
- Soon after the end of World War I, Bessie Coleman left for France. She learned to fly in a biplane. She completed seven months of flight training. Coleman earned her international permit to fly in 1921. She became the first Black woman ever to earn an international pilot's license.

1 Read the question carefully. Then enter your answer in the box provided. (7.9F)

Based on the information in paragraph 2, what can the reader infer about Bessie Coleman's character and attitude toward difficulties? Support your answer with evidence from the selection.

2 Enter your answer in the box. (7.9E)

The author uses _____-person point of view in this selection.

3 Which of the following is the best summary of the information in paragraphs 7 through 9? (7.6D)

(A) When Bessie Coleman returned to the United States, she gave her first flying performance in New York. She rolled the plane and did other stunts that amazed the crowds. She toured the country to perform.

(B) To earn money, Coleman studied and practiced in Europe. When she returned to the United States, her daring performances thrilled crowds. By 1925, she had returned to Texas as a successful pilot.

(C) Once, Bessie Coleman had picked cotton to earn money. By the time she returned to Texas, she had her pilot's license and could speak French. She was a successful Black female pilot.

(D) After Bessie Coleman learned to fly, she realized that she needed to do tricks while flying the plane so that people would pay to see her. Because no one in Chicago could teach her, she went to Europe to learn.

Learn the most important skills.

Authentic practice matches STAAR.

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STEP 3 Check Your Progress—Post Tests

Use the Post Test to check your progress and to see what you still need to review. The Post Test questions use the same TEKS as the Diagnostic Tests.

READING POST TEST Drama 7.2C 7.2C
7.5F 7.8F
7.7A

Read the selection and choose the best answer to each question.

from Fourteen (continued)

Using This Book for STAAR Success—Reading

TEKS instruction in both Reading and Writing closely match the STAAR Redesign.

TEKS Skill Lessons—Engaging Interactive Learning

Take an active role in your learning with your write-in student workbook. Learn how to **read, analyze, and answer** STAAR test questions, including new question types.

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READING SKILL 7 Analyzing Mood, Voice, Tone, and Point of View

The STAAR test will ask you to analyze mood, tone, voice, and point of view in the selections you read. **Mood** is the atmosphere or emotional feeling created in the text. Identify figurative language that helps establish mood. The tone of a text implies the author's attitude or feelings toward the audience or subject. The voice is the author's personal style and unique expression. You can use word choice, dialogue, and images to help analyze mood, tone, and voice.

Point of view is the perspective presented to the reader. Third-person omniscient examines the setting and characters from afar, sometimes sharing information that even the characters do not have. Third-person limited focuses on the actions of one character from the reader's more personal perspective, sometimes sharing information that even the characters do not have.

CHECK-IN
In 1 or 2 sentences, explain how you figure out mood, tone, voice, or point of view in a selection you read.

BUILD SKILLS
On the STAAR test, you will be asked how mood, tone, voice, and point of view affect the meaning of a text. Using the list below, copy the term into the blank space.

Cheerfully Spitefully Sunshine
Happy

Check-In connects key skill concepts to student experiences.

Build Skills activates prior knowledge and reinforces key TEKS concepts.

BUILD SKILLS
On the STAAR test, you will be asked about point of view. You will need to analyze the effects of point of view on a story. Identify each example as subjective point of view or objective point of view.

	Subjective POV	Objective POV
First-person point of view	<input type="checkbox"/>	<input type="checkbox"/>
Third-person limited point of view	<input type="checkbox"/>	<input type="checkbox"/>
Third-person omniscient point of view	<input type="checkbox"/>	<input type="checkbox"/>
Point of view that comes from the perspective of a single character	<input type="checkbox"/>	<input type="checkbox"/>
Point of view that includes perspectives of many characters	<input type="checkbox"/>	<input type="checkbox"/>
Point of view that comes from an unbiased narrator who is not part of the story	<input type="checkbox"/>	<input type="checkbox"/>

Guided Practice
Use the selection from *Fourteen* to complete the practice. First, read the STAAR question. Then underline the sentence that best answers the question.

In line 21, which words help create a humorous mood?

a. To answer this STAAR question, I should look for the elements of the text that introduce new characters.
b. To answer this STAAR question, I should look for the elements of the text that create specific emotions.

Choose the best answer to the question. Use the selection to help you.

1 In line 22, which words help create a humorous mood? Select **TWO** correct answers.

marry
 match
 fling
 head
 yourself

Guided Practice

Use reasons and evidence from the selection to support your answer to the previous question.

Independent Practice

Use the selection "Breaking In" from *Black Beauty* to answer the following questions.

Independent Practice
Underline the sentence that correctly describes the point of view in the selection.
a. As narrator, the horse Black Beauty can reveal his own thoughts.
b. As narrator, the horse Black Beauty can explain his master's actions.

Choose the best answer to the question. Use the selection to help you.

3 Using a first-person point of view in the first paragraph allows the author to —
 suggest that the process for breaking in a horse isn't always the same
 give an argument about the harsh process of breaking in a horse
 explain technical information as if the horse is teaching it to readers
 highlight how the main characters have changed

Read the following selection and choose the best answer to each question.
"Oh, Maria!" Anne exclaimed one Saturday morning, coming dancing in with her arms full of gorgeous bouquets. "I'm so glad I live in a world where there are Octobers. It would be terrible if we just skipped from September to November, wouldn't it?"

Now, read the STAAR question. Then underline the sentence that best answers the question.

What is the best description of the selection's mood?
a. To answer this question, I should look for the details that reveal Anne's words and actions.
b. To answer this question, I should look for the details that reveal Anne's words and actions.

Check-Out reflects on thinking.

Reading STAAR Practice by Genre

STAAR practice provides reading selections and test questions that **closely match STAAR**.

READING PRACTICE 12 Argumentative

7.2B, 7.5F, 7.9G, 7.8C

16 passages increase in complexity.

Read the selection and choose the best answer to each question.

The Writing's on the Wall

Vandalism or art? It's a controversial question that continues to create conflict between law enforcement and those who wish to display or appreciate artistic locations.

2 It's certainly an ancient form of either art or vandalism. In ancient Rome, when you had a message for the public, you scratched it on a wall. What else could you do? You didn't have Facebook or the Internet. You couldn't even take out an ad in a newspaper. These messages included declarations of love, political slogans, and famous literary quotes.

3 The walls of Pompeii, preserved for two thousand years under volcanic ash, are marked with numerous examples of graffiti. Here are some translated:

Successus was here.
Gaius Julius Primigenius was here. Why are you late?
Burglar, watch out!
Someone at whose table I do not dine,
Lucius Istacodius, is a barbarian to me.
The fruit sellers ask you to elect
Marcus Holconius Priscus.
I am amazed, O wall, that you have not collapsed and fallen, since you must bear the tedious stupidities of so many scrawlers.

4 Whether or not you call it art, historians will certainly argue the value of ancient graffiti in helping us understand the daily lives of citizens of a former time and will hesitate to consider it vandalism. Even the gaffes in spelling and grammar in ancient graffiti offer insight into literacy in Roman times. Ironically, they point to a most literate society at all levels.

5 Graffiti today has evolved since the time of crude wall etchings and includes artistically styled wording as well as elaborately painted artwork. This leads some people to accept it as an art form. As in ancient times, it

10 Use "Horned Lizard Facts" to answer the following question.

Enter your answer in the box. (7.2B)

Horned lizards are renowned, or _____, for their ability to project blood from their eyes when threatened.

11 Use "Horned Lizard Facts" to answer the following question.

What characteristic of the horned lizard do the images best illustrate? (7.9C)

A Number and size of horns
 B Body scales
 C Various colorings
 D Total length

Find Text Evidence For each answer choice, look at the illustrations to determine whether the characteristic is visible. If it is not, then eliminate that answer choice.

12 Use "Horned Lizard Facts" to answer the following question.

The Latin root *palatum*, meaning "roof of the mouth," helps the reader understand that the word **palatable** in paragraph 4 means — (7.2C)

A easy to kill
 B desirable as a pet

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Over 100 STAAR format questions

Using This Book for STAAR Success—Writing

Writing instruction is provided by 16 skill lessons and 12 passages—including 4 pairs of editing paragraphs—that closely match the STAAR Redesign in content, format, and rigor.

TEKS skill lessons provide student-friendly instruction in how to **read, analyze, and answer** STAAR test items. Each skill models **strategies** with scaffolded instruction, including Guided and Independent Practice that challenge students to think and write.

Revising Skill Lessons

Revising focuses on content and structural issues such as the controlling idea, details, and organization.

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WRITING SKILL 1 **Coherence and Clarity** 400C

The STAAR Writing test will ask you to improve the coherence and clarity of an essay. Coherence in writing is how well its ideas connect to each other. In a coherent essay, ideas are easy to follow from beginning to end.

To be for coherence, follow these rules:

- Combine repeated elements within the same sentence to make the sentence shorter and easier to read.
- Combine sentences by turning one sentence into a dependent clause or phrase.

Clarity in writing refers to using words precisely and placing them correctly in a sentence. To improve clarity, follow these rules:

- Replace vague words with words that more precisely fit the intended meaning of the sentence.
- Place modifiers close to the words or phrases they describe.

On the STAAR test, you will be asked to revise and combine sentences for coherence and clarity.

CHECK-IN ✓
Think about something you have read that wasn't clear or coherent. In two to three sentences, explain how you made sense of what you were reading and how it made you feel.

BUILD SKILLS
Read each pair of sentences. Rewrite them in the space below as a single sentence using the coordinating conjunction in parentheses.

My favorite breakfast is pancakes. My favorite dinner is pizza. (and)

My brother likes loud rock. My sister likes country ballads. (but)

Guided Practice

Use "Seeing the World in Texas" on page 241 to answer the questions.

First, read the STAAR question.

Jeremy can improve the clarity of sentence 11 by changing **them** to —

Next, select the answer that helps you best answer the question.

I should consider how to make the sentence clearer by replacing them with ____.

- a word with a more precise definition
- a more specific noun
- a different pronoun

Select the word that best identifies the function of the word them in sentence 11.

In sentence 11, them refers to the ____ Fletcher "Old Dave" Davis introduced to the ground beef sandwich.

- people
- time period
- location
- menus

Finally, answer the STAAR question.

1 Jeremy can improve the clarity of sentence 11 by changing **them** to —

CHECK-OUT ✓
Do you find it easier to replace vague words, fix misplaced modifiers, or combine sentences? Explain why in two to three sentences.

4 Revising Skill Lessons

Show your thinking.

Explain your thoughts.

Focused practice to build skill mastery

Explain your thoughts.

Editing Skill Lessons

Editing focuses on the tested grammar, usage, and punctuation rules and conventions.

WRITING SKILL 5 **Choosing Correct Spellings** 4000

The STAAR test will ask you to use correct spelling in the Editing section of the writing test. You will be able to use a dictionary during the STAAR test, but it is also a good idea to learn the spelling rules in this lesson:

- the new words created by adding suffixes and creating plurals
- words with *ie/ei* combinations
- words that are homophones
- words that are commonly confused
- the exceptions to the rules

CHECK-IN ✓
Spelling Rules
Which spelling rules do you have trouble remembering? Write a few or discuss your spelling habits in the space below.

On the STAAR test, you will be asked to identify words that are spelled incorrectly.

Spelling Rules: Suffixes
In most cases, drop the final silent e before a suffix beginning with a vowel. Keep the final silent e before a suffix beginning with a consonant.
EXCEPTIONS: true + ly = truly, judge + ment = judgment

BUILD SKILLS
Underline the correctly spelled words.

1. littlest	3. hopeless	5. judgement
2. strangeer	4. truly	6. smilinge

Remember The alphabet has 26 letters. Five of them are vowels (a, e, i, o, u), and the rest are consonants. The letter y can serve as a vowel or a consonant. The letter y is a vowel when it is used as a suffix.

The last set of homophones to review is *to/two/too*.

BUILD SKILLS
Choose the correct spelling to complete the sentences.

- He will drive me ____ the store.
 - too
 - two
 - to
- She ate ____ orders of chili cheese fries.
 - two
 - to
 - too
- Take your sister with you. Take your brother, ____ .
 - too
 - to
 - two

For each sentence below, one of the boldfaced words contains an error in spelling or is a misuse of a commonly confused word.

BUILD SKILLS
Write the correct spelling for the word in the blank. Use a dictionary to check your answers.

Test-Taking Strategies Commonly confused words like *breath* and *breathle* will be spelled correctly in STAAR questions, but the wrong word will be used. You'll need to decide which word correctly fits the context.

- The **friends** got into an **arguement** about the spelling of the word.
- I wrote my aunt and uncle a **breif** note thanking them for their **gift**.
- That **colorful** bird has such a **gorgeous** song. It will take your **breath** away.
- Chris is always **jokeing** that she is **too** clumsy for her own good.
- The bank robbers tried to **loose** the cops in the **abandoned** factory.
- Try not to **break** your **promises**, especially for something important.

7 Editing Skill Lessons

Varied activity types give students the most helpful form of practice.

Focused practice of specific rules or conventions

Explain your thoughts.

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READING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

- ① **Diagnostic** Shade the bubble for each question that you answered correctly. Find the total correct.
- ② **Instruction** For each question you missed, study the skill lesson and check it off.
- ③ **Post Test** Shade the bubble for each question that you answered correctly. Find the total correct.

DRAMA

① Diagnostic	② Instruction	Completed ✓	③ Post Test
1 ○ Using Greek and Latin Roots (p. 109)	7.2C	<input type="checkbox"/>	1 ○
2 ○ Analyzing Mood, Voice, Tone, and Point of View (p. 58)	7.9F	<input type="checkbox"/>	2 ○
3 ○ Making Inferences and Using Text Evidence (p. 87)	7.5F	<input type="checkbox"/>	3 ○
4 ○ Analyzing Drama (p. 48)	7.8C	<input type="checkbox"/>	4 ○
5 ○ Analyzing Drama (p. 48)	7.8C	<input type="checkbox"/>	5 ○
6 ○ Making Inferences and Using Text Evidence (p. 87)	7.5F	<input type="checkbox"/>	6 ○
7 ○ Analyzing Theme (p. 40)	7.7A	<input type="checkbox"/>	7 ○
Total / 7			Total / 7

POETRY

① Diagnostic	② Instruction	Completed ✓	③ Post Test
8 ○ Using Reference Resources (p. 105)	7.2A	<input type="checkbox"/>	8 ○
9 ○ Using Context Clues (p. 101)	7.2B	<input type="checkbox"/>	9 ○
10 ○ Analyzing Figurative Language and Literary Devices (p. 53)	7.9D	<input type="checkbox"/>	10 ○
11 ○ Analyzing Mood, Voice, Tone, and Point of View (p. 58)	7.9F	<input type="checkbox"/>	11 ○
12 ○ Analyzing Poetry (p. 44)	7.8B	<input type="checkbox"/>	12 ○
13 ○ Analyzing Theme (p. 40)	7.7A	<input type="checkbox"/>	13 ○
14 ○ Making Inferences and Using Text Evidence (p. 87)	7.5F	<input type="checkbox"/>	14 ○
Total / 7			Total / 7

FICTION

① Diagnostic	② Instruction	Completed ✓	③ Post Test
15 ○ Using Context Clues (p. 101)	7.2B	<input type="checkbox"/>	15 ○
16 ○ Analyzing Mood, Voice, Tone, and Point of View (p. 58)	7.9E	<input type="checkbox"/>	16 ○
17 ○ Analyzing Figurative Language and Literary Devices (p. 53)	7.9D	<input type="checkbox"/>	17 ○
18 ○ Analyzing Plot and Setting (p. 35)	7.7C	<input type="checkbox"/>	18 ○
19 ○ Making Inferences and Using Text Evidence (p. 87)	7.5F	<input type="checkbox"/>	19 ○
20 ○ Analyzing Characters (p. 32)	7.7B	<input type="checkbox"/>	20 ○
21 ○ Summarizing Texts (p. 95)	7.6D	<input type="checkbox"/>	21 ○
22 ○ Analyzing Plot and Setting (p. 35)	7.7D	<input type="checkbox"/>	22 ○
23 ○ Analyzing Plot and Setting (p. 35)	7.7C	<input type="checkbox"/>	23 ○
Total / 9			Total / 9

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INFORMATIONAL

① Diagnostic		② Instruction		Completed ✓	③ Post Test	
24	<input type="radio"/>	Using Reference Resources (p. 105)	7.2A	<input type="checkbox"/>	24	<input type="radio"/>
25	<input type="radio"/>	Understanding Author’s Purpose (p. 83)	7.9A	<input type="checkbox"/>	25	<input type="radio"/>
26	<input type="radio"/>	Making Inferences and Using Text Evidence (p. 87)	7.5F	<input type="checkbox"/>	26	<input type="radio"/>
27	<input type="radio"/>	Analyzing Informational Texts (p. 63)	7.8Diii	<input type="checkbox"/>	27	<input type="radio"/>
28	<input type="radio"/>	Making Inferences and Using Text Evidence (p. 87)	7.5F	<input type="checkbox"/>	28	<input type="radio"/>
29	<input type="radio"/>	Analyzing Informational Texts (p. 63)	7.8Di	<input type="checkbox"/>	29	<input type="radio"/>
30	<input type="radio"/>	Synthesizing Ideas (p. 91)	7.5H	<input type="checkbox"/>	30	<input type="radio"/>
31	<input type="radio"/>	Summarizing Texts (p. 95)	7.6D	<input type="checkbox"/>	31	<input type="radio"/>
Total / 8					Total / 8	

PAIRED

① Diagnostic		② Instruction		Completed ✓	③ Post Test	
32	<input type="radio"/>	Analyzing Multiple Texts (p. 113)	7.5E	<input type="checkbox"/>	32	<input type="radio"/>
33	<input type="radio"/>	Analyzing Multiple Texts (p. 113)	7.5E	<input type="checkbox"/>	33	<input type="radio"/>
34	<input type="radio"/>	Analyzing Multiple Texts (p. 113)	7.5E	<input type="checkbox"/>	34	<input type="radio"/>
35	<input type="radio"/>	Analyzing Multiple Texts (p. 113)	7.5E	<input type="checkbox"/>	35	<input type="radio"/>
Total / 4					Total / 4	

ARGUMENTATIVE

① Diagnostic		② Instruction		Completed ✓	③ Post Test	
36	<input type="radio"/>	Using Context Clues (p. 101)	7.2B	<input type="checkbox"/>	36	<input type="radio"/>
37	<input type="radio"/>	Analyzing Argumentative Texts (p. 68)	7.9G	<input type="checkbox"/>	37	<input type="radio"/>
38	<input type="radio"/>	Making Inferences and Using Text Evidence (p. 87)	7.6C	<input type="checkbox"/>	38	<input type="radio"/>
39	<input type="radio"/>	Analyzing Argumentative Texts (p. 68)	7.8Eii	<input type="checkbox"/>	39	<input type="radio"/>
40	<input type="radio"/>	Analyzing Argumentative Texts (p. 68)	7.8Ei	<input type="checkbox"/>	40	<input type="radio"/>
41	<input type="radio"/>	Analyzing Print and Graphic Features (p. 73)	7.9C	<input type="checkbox"/>	41	<input type="radio"/>
42	<input type="radio"/>	Summarizing Texts (p. 95)	7.6D	<input type="checkbox"/>	42	<input type="radio"/>
Total / 7					Total / 7	

Plays and dramas are organized differently from other genres. Dramas are written to be read. Plays are meant to be read and then performed in front of an audience. **Acts** and **scenes** provide structure to both dramas and plays. Scenes are episodes that thematically develop the narrative of the acts.

Most characters in plays and dramas appear in a list with a brief description at the beginning of the script. The dramatic element of **dialogue**—the words characters speak—is important because dialogue advances the play’s action.

Stage directions are dramatic elements in the script that tell actors where to walk and how to say their lines. Dialogue and staging work together when characters speak to each other softly and move closer together during a romantic scene.

CHECK-IN ✓

Think about a play or drama you have read. In your mind or in discussion with a partner, compare it to a fiction story. Then explain how plays and dramas are different from fiction stories.

BUILD SKILLS

On the STAAR test, you may be asked to identify the structure and dramatic elements of plays and dramas.

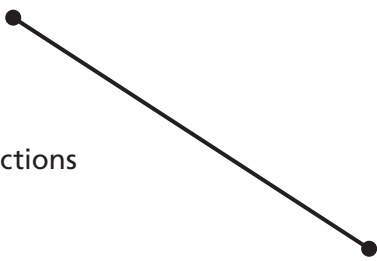
Draw a line to match each element to its definition. The first one has been done for you.

Element of a Play or Drama

1. character
2. dialogue
3. stage directions
4. drama
5. play

Definition

- words spoken in a play or drama
- a text with characters and stage directions that is performed
- a text with characters and stage directions that is read but not performed
- a person in a play or drama
- descriptions of how actors should move and speak when saying lines



Guided Practice

On the STAAR test, you will be asked about how dialogue and stage directions work together in a play or drama. The following questions refer to an excerpt from the play *Fourteen*, located on page 4.

Complete the activities. You may need to return to the selection.

First, read the STAAR question. Then underline the sentence that explains how to best answer the question.

Read these stage directions from line 18 of the play.

[She pulls Elaine's hair out to make it look fluffier. Elaine makes faces of pain, but her mother pays no attention.]

The playwright includes these stage directions to show that Mrs. Pringle is —

- a. To answer this STAAR question, I should look at the **stage directions**.
- b. To answer this STAAR question, I should look at the **characters**.

Match the stage direction to the character.

Stage Direction	Mrs. Pringle	Elaine
Pays no attention	<input type="checkbox"/>	<input type="checkbox"/>
Makes faces of pain	<input type="checkbox"/>	<input type="checkbox"/>
Pulls Elaine's hair out to make it look fluffier	<input type="checkbox"/>	<input type="checkbox"/>

Choose the best answer to the question. Use the selection to help you.

1 Read these stage directions from line 18 of the play.

[She pulls Elaine's hair out to make it look fluffier. Elaine makes faces of pain, but her mother pays no attention.]

The playwright includes these stage directions to show that Mrs. Pringle is —

- (A) concerned about Elaine's appearance in society, not her comfort
- (B) often needlessly cruel to her daughter
- (C) so saddened about the party that she can't concentrate
- (D) attentive to her daughter even during stressful circumstances

Use reasons and evidence from the selection to support your answer to the previous question.

Read the STAAR question. Then underline the sentence that explains how to best answer the question.

What does the dialogue in paragraph 24 suggest about Mrs. Pringle?

- a. To answer this STAAR question, I should look at the **dialogue**.
- b. To answer this STAAR question, I should look at the **acts**.

Select the correct description for each line of dialogue.

Dialogue	What Mrs. Pringle says on the phone	What Mrs. Pringle says to Dunham and Elaine
Hello—Mrs. Sedgwick—Yes—this is Mrs. Pringle—What? No—Oh! Caught in a snow drift—can't get another car?	<input type="checkbox"/>	<input type="checkbox"/>
Good! The widow can't come—that leaves us twelve—remove two plates, Dunham.	<input type="checkbox"/>	<input type="checkbox"/>
Oh! That's a shame! I'm heartbroken. Oh! My dear, how can we get along without you! But have you really tried? Oh, I'm reduced to tears. Good-bye, dear.	<input type="checkbox"/>	<input type="checkbox"/>
Well, I'm glad she dropped out—	<input type="checkbox"/>	<input type="checkbox"/>

Choose the best answer to the question. Use the selection to help you.

- 2 The playwright includes these stage directions to show that Mrs. Pringle —
- (A) is sympathetic to the feelings of others
 - (B) changes her mind easily
 - (C) is embarrassed about having to alter her plans
 - (D) lies to others about her true feelings

Use reasons and evidence from the selection to support your answer to the previous question.

Independent Practice

Now answer these new questions about *Fourteen*.

Read the STAAR question. Then follow the directions.

The stage directions in paragraph 9 describe the introduction of —

Match each detail from the stage directions to the character described.

Detail	Elaine	Mrs. Pringle
A young debutante in evening gown	<input type="checkbox"/>	<input type="checkbox"/>
Comes running in with a bunch of place-cards	<input type="checkbox"/>	<input type="checkbox"/>
Glances out of the window	<input type="checkbox"/>	<input type="checkbox"/>

3 The stage directions in paragraph 9 describe the introduction of —

- (A) Mrs. Pringle
- (B) Elaine
- (C) Elaine’s mother
- (D) Dunham

4 Mrs. Pringle’s dialogue and stage directions in paragraph 24 show that she will —

- (A) act stressed about her guest’s delay but remain calm over the phone
- (B) act glad about her guest’s delay but express sorrow over the phone
- (C) act sad about her guest’s delay but express happiness over the phone
- (D) act irritated about her guest’s delay but express patience over the phone

THINK ABOUT YOUR THINKING Use reasons and evidence from the selection to support your answer to the previous question.

CHECK-OUT ✓

How do you approach reading a drama differently from how you approach reading a prose story?

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Read the selection and choose the best answer to each question.

from One Day More

by Joseph Conrad

Former shipbuilder Josiah Carvil is a blind widower who lives with his daughter, Bessie, in a small-town cottage near the sea. Their neighbor, retired skipper Captain Hagberd, owns the cottage. Hagberd is the "chum" (friend) and "lunatic" (insane person) that Carvil refers to in the dialogue. The following excerpt is from Scene I of the play.

- 1 [The curtain rises, disclosing Carvil and Bessie as they move away from the seawall. Bessie is about twenty-five. She wears a black dress and a black straw hat. She has brown hair gathered loosely up, a pale face, and a full figure. Carvil is unwieldy. He has reddish whiskers and an immovable, big face. His voice is slow and deep. It is early autumn, near dusk.]
- 2 **CARVIL:** [He hangs heavily on Bessie's arm.] Careful! Go slow! [He stops. Bessie waits patiently.] Want your poor blind father to break his neck? [He shuffles on.] In a hurry to get home and start that everlasting yarn with your chum, the lunatic?
- 3 **BESSIE:** I am not in a hurry to get home, Father.
- 4 **CARVIL:** Well, then, go steady with a poor blind man. Blind! Helpless! [He strikes the ground with his stick.] Never mind! I've had time to make enough money to have ham and eggs for breakfast every morning—thank God! And thank God, too, for it, girl. You haven't known a single hardship in all the days of your idle life. Unless you think that a blind, helpless father—
- 5 **BESSIE:** What is there for me to be in a hurry for?
- 6 **CARVIL:** What did you say?
- 7 **BESSIE:** I said there was nothing for me to hurry home for.
- 8 **CARVIL:** There is, tho'. To yarn with a lunatic. Anything to get away from your duty.
- 9 **BESSIE:** Captain Hagberd's talk never hurt you or anybody else.
- 10 **CARVIL:** Go on. Stick up for your only friend.
- 11 **BESSIE:** Is it my fault that I haven't another soul to speak to?
- 12 **CARVIL:** [snarls] It's mine, perhaps? Can I help being blind? You fret because you want to be gadding about—with a helpless man left all alone at home. Your own father, too.
- 13 **BESSIE:** I haven't been away from you half a day since mother died.
- 14 **CARVIL:** [viciously] He's a lunatic, our landlord is. That's what he is. Has been for years—long before those damned doctors destroyed my sight for me. [He growls angrily, then sighs.]

- 15 **BESSIE:** Perhaps Captain Hagberd is not so mad as the town takes him for.
- 16 **CARVIL:** [*grimly*] Don't everybody know how he came here from the North to wait till his missing son turns up—here—of all places in the world. His boy that ran away to sea sixteen years ago and never did give a sign of life since! Don't I remember seeing people dodge round corners out of his way when he came along High Street? Seeing him, I tell you [*groan*]. He bothered everybody so with his silly talk of his son being sure to come back home—next year—next spring—next month. . . . What is it by this time, hey?
- 17 **BESSIE:** Why talk about it? He bothers no one now.
- 18 **CARVIL:** [*scathing scorn*] Not mad! Starving himself to lay money by—for that son. Filling his house with furniture he won't let anyone see—for that son. Advertising in the papers every week, these sixteen years—for that son. Not mad! Boy, he calls him. Boy Harry. His boy Harry. His lost boy Harry. Yah! Let him lose his sight to know what real trouble means. And the boy—the man, I should say—must've been put away safe in Davy Jones's locker for many a year—drowned—food for fishes—dead. . . . Stands to reason, or he would have been here before, smelling around the old fool's money. [*He shakes Bessie's arm slightly.*] Hey?
- 19 **BESSIE:** I don't know. May be.
- 20 **CARVIL:** [*bursting out*] . . . I don't think he ever had a son.
- 21 **BESSIE:** Poor man. Perhaps he never had.
- 22 **CARVIL:** Ain't that mad enough for you? But I suppose you think it sensible.
- 23 **BESSIE:** What does it matter? His talk keeps him up.
- 24 **CARVIL:** Aye! And it pleases you. Anything to get away from your poor blind father. . . . Jabber, jabber—mumble, mumble—till I begin to think you must be as crazy as he is. What do you find to talk about, you two? What's your game?
- 25 [*During the scene Carvil and Bessie have crossed the stage from left to right slowly with stoppages.*]
- 26 **BESSIE:** It's warm. Will you sit out for a while?
- 27 **CARVIL:** [*viciously*] Yes, I will sit out. [*insistent*] But what can be your game? What are you up to? [*They pass through the garden gate.*] Because if it's his money you are after . . .
- 28 **BESSIE:** Father! How can you!
- 29 **CARVIL:** [*disregarding her*] To make you independent of your poor blind father, then you are a fool. [*He drops heavily on a seat.*] He's too much of a miser to ever make a will—even if he weren't mad.
- 30 **BESSIE:** Oh! It never entered my head. I swear it never did.
- 31 **CARVIL:** Never did. Hey! Then you are a still bigger fool. . . . I want to go to sleep! [*He takes off his hat, drops it on the ground, and leans his head back against the wall.*]
- 32 **BESSIE:** And I have been a good daughter to you. Won't you say that for me?
- 33 **CARVIL:** [*very distinctly*] I want—to—go—to—sleep. I'm tired. [*He closes his eyes.*]

- 1 Based on the stage directions in line 1 of the excerpt from the drama *One Day More*, which words best describe Bessie? (7.8C)

Select **TWO** correct answers.

- (A) Joyous
- (B) Plain
- (C) Young
- (D) Elderly
- (E) Wealthy

-
- 2 Read the question carefully. Then enter your answer in the box provided. (7.8C)

What do Carvil’s words in line 4 reveal about him?

Support your answer with evidence from the selection.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

-
- 3 Based on line 14, Captain Hagberd’s influence on the story’s conflict most likely has to do with — (7.7B)

Select **TWO** correct answers.

- (A) fishing
- (B) money
- (C) property
- (D) religion
- (E) marriage

4 Read the question carefully. Then enter your answer in the box provided. (7.8C)

What does the dialogue in lines 16 through 18 reveal about Carvil’s thoughts and feelings about Hagberd? Support your answer with evidence from the selection.

5 This question has two parts.

Part A

Based on Carvil’s accusations toward his daughter Bessie, what can the reader infer about him? (7.8C)

- (A) Carvil worries that Bessie will abandon him and marry Hagberd for his money.
- (B) Carvil knows that Hagberd’s son is dead.
- (C) Carvil suspects that Hagberd is not kind to Bessie.
- (D) Carvil thinks that Bessie is a fool to continue to take care of him.

Part B

Which sentences best support the correct answer in Part A? (7.6C)

- (A) *I don’t think he ever had a son.* (line 20)
- (B) *Anything to get away from your poor blind father.* (line 24)
- (C) *What do you find to talk about, you two? What’s your game?* (line 24)
- (D) *Then you are a still bigger fool.* (line 31)

6 The playwright includes the lines and stage directions in paragraph 2 in order to — (7.8C)

- (A) introduce the Carvils' neighbor
- (B) create sympathy for Carvil
- (C) show that Bessie is unkind to her father
- (D) reveal character traits of Carvil and Bessie

Remember Stage directions tell an actor what to do or how to speak during the play. Use the stage directions to understand the meaning or motivation behind a character's dialogue.

7 The reader can conclude from paragraph 4 that Carvil — (7.8C)

- (A) is grateful to Bessie for her help
- (B) resents having to depend on Bessie
- (C) feels jealous of Bessie's freedom
- (D) wishes Bessie would get a job

8 The playwright includes the stage directions in paragraphs 12 and 14 to emphasize — (7.8C)

- (A) Bessie's kindness
- (B) Bessie's anger
- (C) Carvil's cruelty
- (D) Carvil's helplessness

9 What do paragraphs 16 and 18 suggest about Captain Hagberd? (7.8C)

- (A) He clings to the hope that his son will return.
- (B) He fears that his son has died at sea.
- (C) He is feared by the residents of the town.
- (D) He ran away and abandoned his son.

10 Bessie defends Captain Hagberd because —

(7.5F)

- (A) he is her father's friend
- (B) he is her friend
- (C) he is disliked by his son
- (D) he is blind and feels helpless

11 Read these lines from paragraph 27.

CARVIL: But what can be your game? What are you up to? [*They pass through the garden gate.*] Because if it's his money you are after. . . .

These lines show that —

(7.7B)

- (A) Carvil thinks Bessie and the captain are playing tricks on him
- (B) Carvil thinks Bessie is planning to abandon him
- (C) Carvil thinks Bessie and the captain play card games together
- (D) Carvil thinks Bessie has something to gain from talking to the captain

Find Text Evidence Find the words that show what Carvil suspects Bessie wants from the captain. Choose the answer that best reflects this suspicion.

12 By the end of this excerpt from the play, the reader can conclude that —

(7.7B)

- (A) Captain Hagberd does not have a son
- (B) Carvil feels bad for mistreating Bessie
- (C) Bessie is deeply lonely and unhappy
- (D) Harry Hagberd misses his father

Writing

The Writing part of the STAAR Grade 7 test is half of your STAAR test score. It includes two Revising selections, two Editing selections, and one Extended Constructed Response (ECR) or composition.

The Revising and Editing selections are designed to be like a student’s essay, and the questions are meant to test your ability to revise and edit this student writing.

Revising and Editing questions will never appear together in the same selection.

Revising selections will always come before Editing on the STAAR test. Revising questions focus on content and structural issues such as the thesis statement, supporting ideas, and organization. The **Editing** section will always come after Revising on the STAAR test. Editing questions will focus on grammatical, mechanical, or usage topics such as correct sentence structure, word choice, and punctuation.

Extended Constructed Response is the composition you write about one or two reading passages. Reading passages are tested before Revising and Editing.

REVISING

Diagnostic Tests	241
Revising Skill Lessons	249
Revising STAAR Practice	274
Post Tests	290

EDITING

Diagnostic Tests	300
Editing Skill Lessons	308
Editing STAAR Practice	355
Post Tests	372

EXTENDED CONSTRUCTED RESPONSE

ECR Skill Lessons	382
STAAR Practice Prompts	403

WRITING—Student Progress Monitoring Chart

Use the Diagnostic Tests to identify skill lessons you need to review. Monitor your progress using the steps and chart below. Because some skill lessons cover a broad standard or are assessed in multiple ways, those lessons are referred to more than once in the chart.

- ① **Diagnostic** Shade the bubble for each question that you answered correctly. Find the total correct.
- ② **Instruction** For each question you missed, study the skill lesson and check it off.
- ③ **Post Test** Shade the bubble for each question that you answered correctly. Find the total correct.

REVISING 1

① Diagnostic	② Instruction	Completed ✓	③ Post Test
1 ○ Coherence and Clarity (p. 249)	7.10C	<input type="checkbox"/>	1 ○
2 ○ Introductions and Conclusions (p. 258)	7.10Bi	<input type="checkbox"/>	2 ○
3 ○ Coherence and Clarity (p. 249)	7.10C	<input type="checkbox"/>	3 ○
4 ○ Adding, Removing, and Organizing Details (p. 264)	7.10Bii	<input type="checkbox"/>	4 ○
5 ○ Coherence and Clarity (p. 249)	7.10C	<input type="checkbox"/>	5 ○
6 ○ Transitions (p. 269)	7.10Bi	<input type="checkbox"/>	6 ○
Total / 6			Total / 6

REVISING 2

① Diagnostic	② Instruction	Completed ✓	③ Post Test
7 ○ Introductions and Conclusions (p. 258)	7.10Bi	<input type="checkbox"/>	7 ○
8 ○ Coherence and Clarity (p. 249)	7.10C	<input type="checkbox"/>	8 ○
9 ○ Adding, Removing, and Organizing Details (p. 264)	7.10Bii	<input type="checkbox"/>	9 ○
10 ○ Coherence and Clarity (p. 249)	7.10C	<input type="checkbox"/>	10 ○
11 ○ Transitions (p. 269)	7.10Bi	<input type="checkbox"/>	11 ○
12 ○ Introductions and Conclusions (p. 258)	7.10Bi	<input type="checkbox"/>	12 ○
Total / 6			Total / 6

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EDITING 1

① Diagnostic		② Instruction	Completed ✓	③ Post Test	
1	<input type="radio"/>	Using Punctuation Correctly (p. 323)	7.10Dviii <input type="checkbox"/>	1	<input type="radio"/>
2	<input type="radio"/>	Using Pronouns Correctly (p. 331)	7.10Dv <input type="checkbox"/>	2	<input type="radio"/>
3	<input type="radio"/>	Combining Sentences and Making Complete Sentences (p. 344)	7.10Di <input type="checkbox"/>	3	<input type="radio"/>
4	<input type="radio"/>	Using Pronouns Correctly (p. 331)	7.10Dv <input type="checkbox"/>	4	<input type="radio"/>
5	<input type="radio"/>	Using Verbs Correctly (p. 338)	7.10Dii <input type="checkbox"/>	5	<input type="radio"/>
6	<input type="radio"/>	Choosing Correct Spelling (p. 308)	7.10Dix <input type="checkbox"/>	6	<input type="radio"/>
Total / 6				Total / 6	

EDITING 2

① Diagnostic		② Instruction	Completed ✓	③ Post Test	
7	<input type="radio"/>	Using Prepositions Correctly (p. 350)	7.10Div <input type="checkbox"/>	7	<input type="radio"/>
8	<input type="radio"/>	Combining Sentences and Making Complete Sentences (p. 344)	7.10Di <input type="checkbox"/>	8	<input type="radio"/>
9	<input type="radio"/>	Using Verbs Correctly (p. 338)	7.10Dii <input type="checkbox"/>	9	<input type="radio"/>
10	<input type="radio"/>	Using Prepositions Correctly (p. 350)	7.10Div <input type="checkbox"/>	10	<input type="radio"/>
11	<input type="radio"/>	Choosing Correct Capitalization (p. 316)	7.10Dvii <input type="checkbox"/>	11	<input type="radio"/>
12	<input type="radio"/>	Using Verbs Correctly (p. 338)	7.10Dii <input type="checkbox"/>	12	<input type="radio"/>
Total / 6				Total / 6	

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The STAAR Writing test will ask you to improve the coherence and clarity of an essay.

Coherence in writing is how well its ideas connect to each other. In a coherent essay, ideas are easy to follow from beginning to end.

To revise for **coherence**, follow these rules:

- Combine repeated elements within the same sentence to make the sentence shorter and easier to read.
- Combine sentences by turning one sentence into a dependent clause or phrase.

Clarity in writing refers to using words precisely and placing them correctly in a sentence. To improve **clarity**, follow these rules:

- Replace vague words with words that more precisely fit the intended meaning of the sentence.
- Place modifiers close to the words or phrases they describe.

On the STAAR test, you will be asked to revise and combine sentences for coherence and clarity.

CHECK-IN ✓

Think about something you have read that wasn't clear or coherent. In two to three sentences, explain how you made sense of what you were reading and how it made you feel.

On the STAAR test, you will be asked to revise for coherence and clarity.

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Misplaced Modifiers

A **modifier** is a word or phrase that describes another word in a sentence. Modifiers are **misplaced** when they do not appear next to the word they are describing.

Unclear: *The girls watched as the squirrel hid acorns in the tree through the telescope.*

Clear: *The girls watched through the telescope as the squirrel hid acorns in the tree.*

The modifier *through the telescope* tells how the girls watched the squirrel. Placing the phrase close to the word it modifies makes the sentence clear.

BUILD SKILLS

Underline the misplaced modifiers in each sentence below.

1. The dog is the cutest with the brown spots.
2. The waiter gave a steak to the guest that was medium rare.
3. The gym attendant gave a towel covered in sweat to the exhausted weightlifter.

Understanding the Question When modifiers are misplaced, they may suggest ridiculous ideas, such as food being served to a person who is standing on a paper plate. Keep that in mind as you think about how the placement of modifiers changes the meaning of the sentence.

BUILD SKILLS

Read each sentence below. Rewrite it to place the modifier correctly in the sentence.

1. The dog is the cutest with the brown spots.

2. The waiter gave a steak to the guest that was medium rare.

3. The gym attendant gave a towel covered in sweat to the exhausted weightlifter.

Improving Sentence Clarity

To help readers, writers must use words in a way that clearly conveys the intended meaning and does not cause confusion. Imprecise words, unclear antecedents, and repeated words can all interfere with meaning.

BUILD SKILLS

Read each sentence pair. Underline the sentence that has the clearer meaning.

- 1a. Cesar had high dreams for his science project.
- b. Cesar had high hopes for his science project.

- 2a. I shattered my phone screen today.
- b. I broke my phone screen today.

- 3a. I gave my uncle his sandwich and his hat, and then he ate his sandwich.
- b. I gave my uncle his sandwich and his hat, and then he ate it.

- 4a. Heat the dish for two minutes, then turn it off.
- b. Heat the dish for two minutes, then turn the oven off.

- 5a. The rescued tiger cub thrived because it received medical care, food, and love from the people who rescued it.
- b. The rescued tiger cub thrived because it received medical care, it received food, and it received love from the people who rescued it.

- 6a. When you call the office, ask for Sonia Ortiz and ask for David Kim.
- b. When you call the office, ask for Sonia Ortiz and David Kim.

Understanding the Question *Dreams* and *hopes* mean similar things. For this sentence, you will need to choose the word that better describes a short-term expectation or goal, not a great desire or fantasy.

Understanding the Question *Broke* and *shattered* mean similar things, but you should choose the one that is more specific to the meaning of this sentence.

Remember An **antecedent** is a noun that is renamed by a pronoun. If the antecedent of a pronoun is unclear, then replace the pronoun with a specific noun or restructure the sentence.

Test-Taking Strategy When you see repeated words or phrases in a sentence, try rewriting the sentence without the repeated words. Read the rewritten sentence carefully to see if it still makes sense.

Using Conjunctions to Combine Sentences

Add a **conjunction** to combine two sentences and to help explain a relationship between the ideas in the sentences. Conjunctions that show a relationship include *after*, *although*, *as*, *because*, *before*, *if*, *including*, *which*, and *when*.

When you combine sentences using a conjunction at the **beginning** of the new sentence, you must also use a comma between the two original sentences. When you combine two sentences using a subordinating conjunction **between** the two sentences, do not use a comma.

BUILD SKILLS

Read each pair of sentences below. Rewrite them in the space below as a single sentence using the conjunction in parentheses. The first sentence shows both ways a conjunction can be used.

I can ride my bike. I must fix the flat tire. (*before*)

Before I can ride my bike, I must fix the flat tire.

I must fix my flat tire before I ride my bike.

1. I got home. I put my bike in the garage. (*when*)

2. Rain is in the forecast. We are not going camping. (*because*)

3. Sammy is making rice. I will make the carrots. (*if*)

Remember Think about the meaning of the conjunction you are using. *When* and *because* show a cause-and-effect relationship, so the ideas in the revised sentence need to make sense with the conjunction.

Using Coordinating Conjunctions to Combine Sentences.

When you combine two sentences using a **coordinating conjunction** (*for, and, nor, but, or, yet, so*) between the two original sentences, you must use a comma before the coordinating conjunction.

BUILD SKILLS

Read each pair of sentences. Rewrite them in the space below as a single sentence using the coordinating conjunction in parentheses.

Remember With coordinating conjunctions, the rule is always the same. You must use a comma before the conjunction when joining sentences.

1. My favorite breakfast is pancakes. My favorite dinner is pizza. (*and*)

2. My brother likes loud rock. My sister likes country ballads. (*but*)

3. We can go to the park. We can go to the drive-in theater. (*or*)

Combine Phrases in One Sentence

Combine repeated phrases within the same sentence to make the sentence shorter and easier to read.

BUILD SKILLS

Rewrite each shortened sentence in the space below after removing the repeated phrase.

Understanding the Question First, identify all of the words and phrases that are repeated in the sentence. Then, determine which of those can be removed without changing the meaning of the sentence or making the sentence unclear.

1. I'm excited to camp and I'm excited to hike at Cedar Breaks.

2. We took my kite to the park and we took your soccer ball to the park.

Guided Practice

Use “Seeing the World in Texas” on page 241 to answer the questions.

First, read the STAAR question.

Jeremy can improve the clarity of sentence 11 by changing **them** to —

Next, select the answer that helps you best answer the question.

I should consider how to make the sentence clearer by replacing *them* with ____? ____.

- a. a word with a more precise definition
- b. a more specific noun
- c. a different pronoun

Select the word that best identifies the function of the word *them* in sentence 11.

In sentence 11, *them* refers to the ____?____ Fletcher “Old Dave” Davis introduced to the ground beef sandwich.

- a. people
- b. time period
- c. location
- d. menus

Analyze and Infer In sentence 11, it is not clear what noun the pronoun *them* refers to. Read the rest of the paragraph carefully and use context clues to figure out the meaning of *them* in the sentence.

Finally, answer the STAAR question.

1 Jeremy can improve the clarity of sentence 11 by changing **them** to —

- (A) the 1880s
- (B) everyone
- (C) locals
- (D) hamburgers

Read another STAAR question.

What is the **MOST** effective revision to make in sentence 17?

Next, select the answer that helps you best answer the question.

I should compare each revision to the original sentence and look for the revision that maintains the meaning of the sentence and ____? ____.

- a. makes the sentence shorter
- b. uses more technical language
- c. adds details to the sentence
- d. makes the sentence easier to understand

Remember When identifying misplaced modifiers, look for phrases that seem confusing or out of place.

Now, underline the misplaced modifier.

Topping the grave marker, the Babcock Monument in Evergreen Cemetery is nicknamed “Jesus in Cowboy Boots” because of the high- heeled boots visible under the robes of the figure.

Understanding the Question Revise sentences to make them clear, concise, and coherent. Sentence 17 is unclear because it has a misplaced modifier, a phrase that appears to modify, or describe, a word or phrase other than the one intended.

Finally, answer the STAAR question.

- 2 What is the **MOST** effective revision to make in sentence 17?
- (A) Visible under the robes of the figure topping the grave marker, the Babcock Monument in Evergreen Cemetery is nicknamed “Jesus in Cowboy Boots” because of the high-heeled boots.
 - (B) The Babcock Monument in Evergreen Cemetery is nicknamed “Jesus in Cowboy Boots” because of the high-heeled boots visible under the robes of the figure topping the grave marker
 - (C) The Babcock Monument in Evergreen Cemetery topping the grave marker is nicknamed “Jesus in Cowboy Boots” because of the highheeled boots visible under the robes of the figure.
 - (D) Because of the high-heeled boots visible, the Babcock Monument in Evergreen Cemetery is nicknamed “Jesus in Cowboy Boots,” visible under the robes of the figure topping the grave marker.

Independent Practice

Now it’s time to answer another STAAR question.

Read the paragraph.

(1) Every year in Houston, close to 300 teams arrive to compete at the World Championship Bar-B-Que Contest. (2) They bring meat, custom-built smokers, and secret recipes. (3) The competition lasts for three days. (4) They receive bragging rights and a hefty prize check.

Several terms could be used to replace words in sentence 4. For each word in the table, write the terms from the box to match words that have similar meanings. (Not all of these terms will be good replacements in the context of sentence 4.)

Test-Taking Strategies If you are unfamiliar with a word, use a dictionary to check its meaning.

big	privileges	liberties	trophy
earn	large	reward	winners
get	gloating	people	boasting

They	
receive	
bragging	
rights	
hefty	
prize	

Answer the STAAR question.

3 What is the **BEST** way to revise sentence 4?

- (A) Change **They** to **Winners**
- (B) Change **receive** to **earn**
- (C) Change **rights** to **liberties**
- (D) Change **hefty** to **large**

Watch Out Carefully read each answer choice to determine if it replaces an unclear pronoun or a word with the wrong meaning.

Read the paragraph and answer a new question.

(1) The recycling truck empties its load onto a conveyor belt. (2) Workers then sort the things that can be recycled from the things that cannot. (3) The trash is thrown away by the workers.

Remember Passive voice makes the recipient of an action the subject of a sentence.

Underline the sentence that uses passive voice.

The recycling truck empties its load onto a conveyor belt. Workers then sort the things that can be recycled from the things that cannot. The trash is thrown away by the workers.

Answer the STAAR question.

4 What is the **MOST** effective revision to make in sentence 3?

- (A) The trash that is thrown away is done so by the workers.
- (B) The workers throw away the trash.
- (C) After it is checked, the trash is thrown away by the workers.
- (D) After the workers, the trash is thrown away.

Understanding the Question Sentence 3 needs revision because it has a misplaced modifier or a verb in passive voice. To identify the best revision, you must first determine which type of error the sentence contains.

CHECK-OUT ✓

Do you find it easier to replace vague words, fix misplaced modifiers, or combine sentences? Explain why in two to three sentences.

Read the selection and choose the best answer to each question.

Lydia is interested in the many symbols that represent the state of Texas. She researched them and wrote some of her findings in a paper. Read Lydia's paper and think about the revisions she should make. Then answer the questions that follow.



Texas State Symbols

(1) Every state has its own symbols. (2) In a state as big and diverse as Texas, it is not surprising that we have so many. (3) Everyone knows the obvious symbols, like the bird or flower. (4) But did you know we also have a state footwear? (5) Here are a few symbols you may not know.

(6) Texas actually has three state mammals. (7) All three were designated in 1995. (8) The Texas longhorn is the Texas state large mammal. (9) Longhorns are well suited to the Texas environment. (10) They can travel long distances without water, survive both desert heat and winter snow, and protect themselves from predators with their huge horns! (11) The nine-banded armadillo is the Texas state small mammal. (12) It's the only armadillo species in Texas. (13) Its hard shell protects it from predators. (14) The Mexican free-tailed bat is the Texas state flying mammal. (15) It is believed in the Americas that the Mexican free-tailed bat is the most plentiful mammal. (16) The largest colony, found near San Antonio, Texas, has nearly 20 million bats. (17) Each night, these bats eat hundreds of tons of insects, especially mosquitoes.

(18) Texas also has a state footwear. (19) You guessed it. (20) It's the cowboy boot! (21) According to the resolution passed in 2007, the cowboy boot is "an integral part of cowboy gear" that "played a valued role in one of the defining chapters in Texas history." (22) The idea came from a group of seventh-grade students in Houston. (23) While discussing the state symbols in their Texas history class, the students wondered why the cowboy boot wasn't on the list. (24) Students researched the subject and sent them to a state representative. (25) Oddly enough, the cowboy hat is not yet an official state symbol.

(26) If you thought the Texas state vehicle is the pickup truck, you would be wrong! (27) It's actually the chuck wagon. (28) An important part of Old West wagon trains and cattle drives, the chuck wagon was a mobile kitchen. (29) It carried the food and cooking equipment needed on Texas prairies. (30) The name comes from *chuck*, a slang word for "food." (31) You would likely have found many other state symbols on chuck wagons. (32) They carried the state peppers (chiltepin and jalapeño), state bread (*pan de campo*), state vegetable (sweet Texas onion), and state dish (chili). (33) They also carried the Texas state cooking implement: a cast iron Dutch oven.

(34) Texas even has a state dinosaur, *Paluxysaurus jonesi*. (35) The sauropod lived in north and central Texas about 95 to 112 million years ago. (36) It is named after the town of Paluxy, the Paluxy River, and the Jones Ranch site, where the fossils were discovered. (37) This dinosaur was 12 feet high at the shoulder and 70 feet long. (38) It weighed as much as 20 tons.

(39) Texas has many symbols. (40) More will probably be added in the future. (41) Which ones would you like to add?

- 1 Lydia wants to improve her introduction. How can she rewrite sentence 3 to provide more detail and imagery? (7.10C)
- (A) Texas is the second-largest state in the country, so of course we have a bunch of symbols!
 - (B) The obvious symbols, like the bird and flower, are well known to even the smallest child in school, who has seen pictures in books and magazines.
 - (C) Everyone has heard the call of our state bird, the mockingbird, or seen the fields of bright bluebonnets, the state flower.
 - (D) Stepping outside, one is greeted by the many sights and sounds, some of which are state symbols.

Understanding the Question

Notice that the question calls for a revision that adds detail and imagery to the original sentence. Look for an answer choice that more vividly describes the information in the original sentence without adding unrelated details.

- 2 What is the **BEST** way to combine sentences 6 and 7? (7.10C)
- (A) Texas actually has three state mammals, which were all designated in 1995.
 - (B) All of Texas's state mammals were designated in 1995.
 - (C) Texas actually has three state mammals, all three were designated in 1995.
 - (D) Texas actually has three state mammals; however, all three were designated in 1995.

Watch Out Avoid choosing an answer that includes an error in punctuation or misrepresents the relationship between the two original sentences.

- 3 What is the **BEST** way to revise sentence 15? (7.10C)
- (A) In the Americas, the Mexican free-tailed bat is believed to be the most plentiful mammal.
 - (B) It is believed that the Mexican free-tailed bat is considered to be the most plentiful mammal in the Americas.
 - (C) The Mexican free-tailed bat is believed to be the most plentiful mammal in the Americas.
 - (D) Where it is believed in the Americas, the Mexican free-tailed bat is the most plentiful mammal.

Analyze and Infer Sentences that contain a misplaced modifier require you to use additional knowledge to correct the error. Think about the other information in the paragraph and your own personal knowledge to choose the most logical answer.

- 4 Lydia needs to clarify the meaning of sentence 24. What is the **MOST** effective way to do this? (7.10C)
- (A) Change **Students** to **They**
 - (B) Change **subject** to **topic**
 - (C) Change **them** to **their findings**
 - (D) Change **representative** to **legislator**

Remember Substituting a word with its synonym will not help to clarify the meaning of a sentence.

- 5 Select the response that shows the **BEST** transition to add to the beginning of sentence 32.
- _____, they carried the state peppers (chiltepin and jalapeño), state bread (pan de campo), state vegetable (sweet Texas onion), and state dish (chili). (7.10C)

- (A) Of course
- (B) For example
- (C) Afterward
- (D) As a result

Find Text Evidence Ask yourself how the items named in sentence 32 relate to the state symbols mentioned in sentence 31. Choose the transition that expresses this relationship.

- 6 Lydia wants a better closing for the fifth paragraph (sentences 34–38). Which of these could she add after sentence 38 to more effectively close this paragraph? (7.10C)
- (A) Paluxy is about 50 miles southwest of Fort Worth and 70 miles northwest of Waco.
 - (B) Colorado doesn't have a state dinosaur, but its state fossil is the *Stegosaurus*.
 - (C) I saw *Paluxysaurus jonesi* tracks along the Paluxy River at Dinosaur Valley State Park.
 - (D) *Paluxysaurus jonesi* was a Texas-sized dinosaur, to be sure!

Remember Choose the answer that best ties the topic of the paragraph to the overall topic of the paper.

Using Pronouns Correctly

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The STAAR test will ask you to use **pronouns correctly** in the Editing section of the writing test.

To use pronouns correctly, follow the rules for pronouns:

- Use **personal pronouns** in place of people or things
- Use **possessive pronouns** to show ownership
- Use **demonstrative pronouns** to refer to a specific person, place, thing, or idea
- Use pronouns that **agree** with their **antecedent nouns**

On the STAAR test, you will be asked to use pronouns correctly.

Personal Pronouns

Personal pronouns are used in place of nouns naming people and things. They can be used as **subjects** or **objects** in a sentence. Sometimes a question on the STAAR test will ask you to choose between the subject and object form of a pronoun.

BUILD SKILLS

Write each pronoun from the box in the column to show the correct usage.

Remember **Subject pronouns** perform the main action in a sentence; **object pronouns** receive the action in a sentence. In the sentence *I took the book with me*, *I* is a subject pronoun and *me* is an object pronoun.

he	her	him	I	me
she	they	them	us	we

Subject Pronouns	Object Pronouns

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BUILD SKILLS

Underline the sentence in each pair with the correct pronoun.

- 1a. Armadillos have hard shells that help protect **they** from predators.
- 1b. Armadillos have hard shells that help protect **them** from predators.
- 2a. Juan Seguin was a hero of the Texas Revolution, and there is a bronze statue of **him** in the town of Seguin.
- 2b. Juan Seguin was a hero of the Texas Revolution, and there is a bronze statue of **he** in the town of Seguin.
- 3a. **We** completed our science fair projects on the Friday before Spring Break.
- 3b. **Us** completed our science fair projects on the Friday before Spring Break.

Remember Object pronouns follow verbs. Subject pronouns come before verbs. Some sentences have more than one verb.

Possessive Pronouns

Possessive pronouns show ownership. Sometimes a question on the STAAR test will ask you to choose between the personal and possessive forms of a pronoun.

BUILD SKILLS

Write each pronoun from the box in the correct column.

Remember The adjectives *my, her, its, your, our, and their* are used before nouns (for example: *That is **my** sandwich*). The pronouns *mine, hers, yours, ours, and theirs* generally stand alone (for example: *The sandwich is **mine***). *His* can be either a pronoun or an adjective (for example: *That is **his** sandwich; the sandwich is **his***).

I he hers his mine
ours she they theirs we

Personal Pronouns	Possessive Pronouns

BUILD SKILLS

Underline the correct sentence in each pair.

- 1a. Kelly took **her** guitar on vacation.
- b. Kelly took **hers** guitar on vacation.
- 2a. I panicked when I realized that I had forgotten to set **mine** alarm.
- b. I panicked when I realized that I had forgotten to set **my** alarm.
- 3a. Dallas and Austin were both named after **their** parents' favorite Texas cities.
- b. Dallas and Austin were both named after **they** parents' favorite Texas cities.
- 4a. This is your bike, and this helmet is also **your**.
- b. This is your bike, and this helmet is also **yours**.

Demonstrative Pronouns

Demonstrative pronouns refer to a specific person, place, thing, or idea. The four demonstrative pronouns are *this*, *that*, *these*, and *those*.

Remember Demonstrative pronouns can also be used as adjectives.
 PRONOUN: **This** is silly.
 ADJECTIVE: **This** movie is silly

BUILD SKILLS

Underline the demonstrative pronouns in each sentence.

1. This is where the sixth-graders will sit, and that is where the seventh-graders will sit.
2. These are my favorite snacks, but I will eat those as well.

BUILD SKILLS

Underline the sentence in each pair with the correct demonstrative pronoun.

- 1a. **That** is my first time taking the express bus.
- b. **This** is my first time taking the express bus.
- 2a. **These** were the most amazing fireworks I'd ever seen.
- b. **Those** were the most amazing fireworks I'd ever seen.
- 3a. **These** are the directions you will need to complete this project.
- b. **Those** are the directions you will need to complete this project.

Remember *That* and *those* are used to refer to things that are distant in location or time. *This* and *these* refer to things close by.

Antecedents

An **antecedent** is the word that the pronoun in a sentence refers to. Use a singular pronoun to refer to a singular antecedent. Use a plural pronoun to refer to a plural antecedent. Pronouns also agree with their antecedents in gender.

BUILD SKILLS

Underline the antecedent and the pronoun in the following sentences.

1. The students are reading books, but Judy cannot find hers.
2. If the children do not leave for school now, they will be late.

Remember A pronoun always has an antecedent, or a noun that it refers to.

BUILD SKILLS

Choose the correct pronoun for each sentence.

1. The teacher asked for a show of hands, so my brother and I raised ____? ____.
 - a. ours
 - b. hers
 - c. theirs
2. Mary walked to school, but ____? ____ took the bus back home.
 - a. we
 - b. he
 - c. she
3. Antonio thinks that my homework is neater than ____? ____.
 - a. hers
 - b. ours
 - c. his

Remember Pronouns must match their antecedent in number and gender.

BUILD SKILLS

Underline the sentence in each pair with the correct pronoun.

- 1a. Cindy gave the bracelet to **her**.
- b. Cindy gave the bracelet to **she**.
- 2a. Did Violet ask **him** about the new lunch menu?
- b. Did Violet ask **he** about the new lunch menu?

Remember A possessive pronoun stands alone, in place of a noun. A possessive adjective is attached to a noun, as in *your sneakers* or *their presentation*.

- 3a. **They** told us about how good the new movie is.
 b. **Them** told us about how good the new movie is.
- 4a. Your juice is in the refrigerator, so I believe you are drinking **mine**.
 b. Your juice is in the refrigerator, so I believe you are drinking **my**.
- 5a. The box on the porch is heavy, so I want the movers to carry **that** first.
 b. The box on the porch is heavy, so I want the movers to carry **those** first.

BUILD SKILLS

Complete each sentence by writing the correct pronoun. Make sure it agrees with the antecedent.

Remember Pronouns must match their antecedent in number and gender.

- Jenna must wake up at 6 A.M. if _____ wants to go fishing with me.
- Raj, did _____ bring over the equipment for your science project?

Guided Practice

Use "A Scary Day at the Waterpark" on page 300 to answer the questions.

First, read the STAAR question.

What change, if any, should be made in sentence 3?

Next, read the sentence. Underline the pronoun that should be changed.

Remember A personal pronoun can be a subject or object.

(3) My little sister Gina and me helped our mom and dad pack our lunches and bags.

Then, select the correct answer.

The pronoun in this sentence should be changed to a ____?____ pronoun.

- possessive
- subject
- demonstrative

Finally, answer the STAAR question.

Remember Do not capitalize family names when they cannot be replaced with given names. Do not add an apostrophe unless the word is a contraction or being used to show possession. Object pronouns follow a verb.

- 1 What change, if any, should be made in sentence 3?
- (A) Change **me** to **I**
 - (B) Change **mom and dad** to Mom and Dad
 - (C) Change **lunches** to lunches'
 - (D) No change is needed.

Independent Practice

Now it's time to answer another STAAR question.

Read the paragraph.

(1) Raul and me went to the store by my house with his mother to buy paper for our art project. (2) Two girls asked us to help them look for some supplies to help her with their project. (3) Raul said he would help, but I thought them should find their own supplies. (4) After we helped the girls, they thanked us and then helped find the perfect paper for ours project.

Read and answer the STAAR questions.

- 2 What change should be made in sentence 1?
- (A) Change **me** to **I**
 - (B) Change **my** to **mine**
 - (C) Change **his** to **him**
 - (D) Change **our** to **ours**

Remember If replacing a noun that is the subject of a sentence, use a subject pronoun.

- 3 What change should be made in sentence 2?
- (A) Change **us** to **we**
 - (B) Change **their** to **them**
 - (C) Change **her** to **them**
 - (D) Change **their** to **our**

Remember Locate the subject or subjects in each sentence so that you can tell whether a singular or plural pronoun should be used.

Read and answer another STAAR question.

4 What change should be made in sentence 3?

- (A) Change **he** to **she**
- (B) Change **I** to **me**
- (C) Change **them** to **they**
- (D) Change **their** to **theirs**

Remember Some sentences have more than one verb. Look for all of the verbs in a compound sentence, then determine whether a pronoun should be a subject or object pronoun.

Read and answer another STAAR question.

5 What change should be made in sentence 4?

- (A) Change **we** to **Raul and me**
- (B) Change **they** to **their**
- (C) Change **us** to **we**
- (D) Change **ours** to **our**

Remember Don't confuse a plural pronoun with a possessive adjective. A possessive adjective will come before another noun. When you edit sentences, look for mistakes in spelling, grammar, and word choice.

Read the selection and choose the best answer to each question.

Tomas wrote a story to share what he learned from having his grandfather live with his family for a short while. Read Tomas's paragraphs and look for corrections he should make. When you finish reading, answer the questions that follow.



Grandfather's Visit

(1) Last summer my grandfather came to live with us for two months while he recovered from surgery. (2) At first, it was hard to talk to him when we were alone in the house. (3) I didn't know much about our family history, so it was interesting to learn about his life.

(4) I learned that his family settled in Port Arthur, where he went to school. (5) He excelled in math, just like I do. (6) He told me he played baseball all through middle school and high school. (7) My grandfather and me talked a lot about baseball from that day on.

(8) After high school, he served in the army, he was wounded in the Korean War. (9) His injury earned him a Purple Heart and a limp that has stuck with him his entire life. (10) We often say, "Freedom isn't free." (11) Hearing Grandfathers war stories made that expression very real. (12) Knowing my grandfather has helped me better appreciate my freedom, my family, and my health.

1 What change should be made in sentence 7?

(7.10Dv)

- (A) Change **grandfather** to **Grandfather**
- (B) Change **me** to **I**
- (C) Insert a comma after **baseball**
- (D) Delete **on**

Remember The pronouns *I, he, she, they,* and *we* are subjects. They usually come before verbs in a sentence. The pronouns *me, him, her, them,* and *us* are objects. They receive action and often come after a verb.

2 What is the correct way to write sentence 8?

(7.10Di)

- (A) After high school, he serves in the army and was wounded in the Korean War.
- (B) After high school, he served in the army he was wounded in the Korean War.
- (C) After high school, he served in the army and he was wounded in the Korean War.
- (D) After high school, he served in the army. He was wounded in the Korean War.

Watch Out Make sure that the answer you choose does not introduce a new error while correcting the error of the original sentence.

3 What change should be made in sentence 11?

(7.10Dviii)

- (A) Change **Grandfathers** to **Grandfather's**
- (B) Insert a comma after **stories**
- (C) Change **made** to **makes**
- (D) Change **very** to **really**

Find Text Evidence Consider how the word is used in the sentence to determine whether it is plural or possessive. An apostrophe with an *s* indicates a singular possessive noun.

Read the selection and choose the best answer to each question.

Brian learned some interesting facts about beavers. He wrote a paper to share what he learned. Read Brian's paragraphs and look for any corrections he needs to make. When you finish reading, answer the questions.

The Useful Beaver

(1) Beavers are rodents. (2) They are one of the largest rodents in North America.

(3) They are three to four feet long, and they weigh between 25 and 65 pounds.

(4) When they stand up they are 12 to 18 inches in height.

(5) Beavers have many interesting features. (6) They have two very sharp front teeth that are long and orange. (7) These tough teeth help beavers chew through trees and branches so that they can make dams and homes called lodges. (8) Some of the beavers' features allow them to move on land and swim through water.

(9) Consequently, they have a brown or black coat of waterproof fur. (10) Their tail is flat and scaly, and they use it to steer in the water and to balance while standing on land. (11) Their back paws are webbed, but their front paws are not. (12) They use their front paws for digging and their back paws for swimming. (13) On their back paws, they have a preening toe with a double toenail that they use to clean their fur. (14) Beavers have clear lids that cover their eyes like goggles while they are underwater. (15) Their ears have built-in ear plugs to keep out water. (16) Beavers can swim up to five miles an hour and stay underwater for fifteen minutes!

4 What change should be made in sentence 4?

(7.10Dviii)

- (A) Change **stand** to **stands**
- (B) Insert a comma after **up**
- (C) Change **they** to **them**
- (D) Change **height** to **hieght**

Test-Taking Strategy Read the sentence out loud softly to yourself. Your ear will often help you find something that doesn't sound right. That could be an error.

5 Select the word or words that should replace **Consequently** in sentence 9.

(7.10Diii)

_____, they have a brown or black coat of waterproof fur.

- (A) For instance
- (B) Likewise
- (C) On the other hand
- (D) As a result

Test-Taking Strategy Focus on the sentence being tested and don't worry about the other sentences. For editing questions, you can almost always ignore the other sentences in the selection.

6 What change should be made in sentence 10?

(7.10Dix)

- (A) Change **There** to **Their**
- (B) Change **tail** to **tale**
- (C) Insert a comma after **water**
- (D) Change **standing** to **stand**

Test-Taking Strategy Always stay alert for commonly confused words, such as *its/it's*, *affect/effect*, and *to/two/too*.

The Prompt and Controlling Idea

The STAAR test will ask you to write an **extended constructed response (ECR)**, sometimes called an essay or composition.

To write an extended constructed response, follow these steps.

- Read the **prompt** you will be responding to.
- Skim or reread the selection so that you remember more information and can better plan an essay.
- Think about the prompt and what it is asking you to prove or explain.
- Draft a **controlling idea, or thesis** and plan the organization of your essay.

The Prompt

The STAAR test will give you a prompt asking you to analyze a reading selection. It will ask you to explain how the selection develops an idea or element.

Each prompt will include the title of the selection you are reading, what you need to explain, and a reminder to organize your essay and use evidence.

This prompt is for the selection found on page 152. You should refer back to the selection as you complete these lessons.

Read the prompt below. Write the correct word from the box next to the part of the prompt it describes.

reminder	prompt instruction	passage title
----------	--------------------	---------------

_____ Read "Autumntime." Based on the information from the selection, write a response to the following:

_____ Explain how the setting of the story and the feelings of the characters contribute to the conflict in the plot.

_____ Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

The Audience

You need to think about your **audience**, or the people who are reading your essay. It may seem strange to think about your response having an audience, but thinking about the people who will read and score your essay will help you write your essay.

Underline the word in parentheses that correctly completes each sentence.

The audience for my essay will be other (teachers | students) or outside graders.

The purpose of the essay is to (entertain | inform) the reader.

This means my essay should sound (friendly | serious) and that I should use (formal | informal) language.

Your Score

How well you do on the ECR counts for a lot of your STAAR test score. The people who grade your essay will look for two main things as they read. First, they will look at your **content development**.

This is how well you organize and develop your essay. It includes:

- the development of the **controlling idea**, also called a **thesis statement**
- the use of **evidence** from the selection
- the clarity and quality of your writing
- the awareness of **purpose** and **audience**

You will get a higher score if your controlling idea is clear and fully developed, your ideas are well explained and organized, and you show an awareness of purpose and audience.

Second, each response is also graded on **language conventions**, or rules. These include sentence construction, grammar, capitalization, spelling, and punctuation.

Reading the Selection

You will need to find and explain evidence from the selection to complete your response. This means you will need to understand the features of the selection, such as how it is formatted and its genre traits.

“Autumntime” on page 152 is fiction. It is told from the **first-person point of view**. It has **characters**, a **setting**, and a **plot**. The **narrator** describes the feelings of the characters in the story.

Underline the word in parentheses that correctly completes each sentence.

- a. When citing the story, I call the person who wrote the story the (speaker | author)
- b. The person telling the story is the (narrator | character).
- c. I will have to examine elements in the story such as the (setting | language conventions) and the characters' (appearance | feelings).

The Controlling Idea

The **controlling idea**, sometimes called the **thesis**, is your response to the prompt. It should explain how something in the selection is **developed, used, or changed**.

The controlling idea guides the rest of the essay. Each body paragraph should explain part of the controlling idea and connect it to the reading selection. The controlling idea should be clear and exact but not too narrow. It should be an idea that can be proven with several pieces of evidence.

The controlling idea should respond directly to the prompt and use important language from the prompt in the explanation.

Read the prompt and the controlling idea. In the box provided below, explain whether the thesis would be a good response to the prompt.

Prompt: Explain how the setting of the story and the feelings of the characters contribute to the conflict in the plot.

Controlling Idea: The author contrasts the futuristic setting with the characters' feelings about the past to create a conflict between technical advancement and the nature that is lost.

Lesson Summary

Review what you have learned in this lesson. Use words from the box to correctly answer each question. Not every choice will be used.

a personal essay	the introductory paragraph	number of paragraphs
subjects and verbs agreeing	an informational essay	the controlling idea

- a. What type of essay are you writing for an ECR?

- b. What guides the development of an essay?

- c. What is an example of a language convention that will be graded?

Read the excerpt from “One Day More” on page 120. Based on the information from the selection, write a response to the following:

Explain how the relationship between Carvil and Bessie contributes to the play’s conflict.

Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

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Brainstorming

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

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Organizing Your Ideas and Evidence

Use this chart to organize and develop ideas and examples for your essay.

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INTRODUCTION
Thesis or Controlling Idea:

BODY

Topic Sentence:

Evidence:

Analysis:

BODY

Topic Sentence:

Evidence:

Analysis:

BODY

Topic Sentence:

Evidence:

Analysis:

Connect Back to Thesis or Controlling Idea:

CONCLUSION

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Using This Teacher's Edition

This workbook supports teachers in helping students succeed on the Grade 7 Reading Language Arts STAAR test with TEKS skill instruction and authentic STAAR practice.

Skill Lessons—Interactive TEKS Instruction

1 Introduction

The lesson introduction reviews key concepts and academic terms and helps students understand how the skill is tested on STAAR.

2 Check-In ✓

Check-in activities are short-answer writing prompts that activate prior knowledge, help students connect to the lesson, and apply the skill concepts to their life experiences. Teachers get feedback on student readiness and thinking.

3 Build Skills

Build Skills activities allow students to demonstrate the fundamental TEKS-based concepts of the skill.

4 Guided Practice

Students practice answering STAAR-format questions. Guided Practice questions come from the Diagnostic Test and feature scaffolding and support, including analysis activities for answering the questions and justifying their answer choice.

5 Independent Practice

Students apply what they learned to answer an authentic STAAR test item with minimal scaffolding.

6 Check-Out ✓

Students respond to a short-answer writing prompt that helps them reflect on the skill and synthesize their understanding.

The Teacher's Edition contains answers, sample responses, and full answer choice explanations for every lesson's activities and questions.

1 Analyzing Figurative Language and Literary Devices
 Authors use different types of language to influence and communicate meaning within a variety of texts. **Figurative language** is the use of words in an unusual or creative manner. Examples of figurative language include **metaphors**, **similes**, **personification**, and **hyperbole**.
 Authors may communicate a thought or idea indirectly. To make the text more interesting for the reader, the author might use different forms of figurative language to craft ideas in surprising or inventive ways. Figurative language, such as similes and metaphors, creates deeper levels of meaning for the literary work.

2 CHECK-IN ✓
 Think of an example of figurative language from a book, poem, movie, or television show that made a vivid or lasting impression on you. Think about your choice or discuss it with a partner. Then, explain the meaning of the figurative language and its effects on the reader.

3 BUILD SKILLS
 Figurative language is the use of words in a creative or original manner. Examples of figurative language include **metaphors**, **similes**, **personification**, and **hyperbole**.
Types of Figurative Language **Definitions**
 1. simile • comparing two unlike things
 2. personification • overstating ideas for emphasis
 3. metaphor • comparing two things using like or as
 4. hyperbole • giving human traits to nonhuman things

4 Guided Practice
 On the STAAR test, you will be asked about specific examples of figurative language, such as similes, metaphors, personification, and hyperbole. Question 1 comes from "The Day Mama Sold the Yard" on page 20. Question 2 comes from "Breaking In" from *Black Beauty* on page 2.
 First, read the STAAR question. Then underline the sentence that explains how the best answer the question.
 What does the figurative language in stanza 3 (lines 21–24) suggest about the day's events?
 a. To answer this STAAR question, I should compare figurative language in stanza 3 to figurative language in stanza 2.
 b. To answer this STAAR question, I should identify and explain examples of figurative language.
 Read stanza 3. Then underline the verbs that describe the action of the truck in a creative or original way.
 Select TWO correct answers.
 By four in the afternoon,
 the bathtub truck loaded with stacks of four yard

5 Independent Practice
 Read the selection and choose the best answer to the question.
The Big Day
 Dan was excited about his graduation day. To him, finishing school was like having run a marathon. He had trained and prepared, and now the big day—the finish line—was in sight. But the feelings he was experiencing were not those of a bird taking flight. He looked around at all his friends in their caps and gowns. When would they see each other again? Were they also feeling an emotional letdown? Suddenly, to Dan, their caps looked forlorn and sad.
 Underline two sentences in the paragraph that compare graduation to finishing a marathon.

6 CHECK-OUT ✓
 Imagine that the paragraph had been written without the use of figurative language. How would that affect the story?

Using This Teacher's Edition—Reading

Sirius Reading selections include all tested genres. Genre labels and cross-curricular references are included for teachers.

Authentic STAAR Practice

All STAAR practice selections match the STAAR redesign in content, format, and rigor. This includes new question types, more cross-curricular passages, and evidence-based writing.

1 Authentic STAAR Questions

STAAR Practice questions closely match the STAAR redesign with 25% new question types, adapted for print.

All test items reflect the language and thinking tested in STAAR. Practice passages include items for multiple TEKS in an unpredictable sequence, just like the STAAR test.

2 Answer Choice Rationales

Full answer choice explanations or sample answers are provided for all STAAR practice questions.

Explanations help teachers and tutors identify student mistakes and facilitate remediation. The goal is to help students focus on understanding why one answer is best instead of getting the correct answer.

1

4 The poet uses the pronoun *he* in line 8 to refer to — (7.6C)

Buffalo Bill

Jesus

himself

Mister Death

5 What is the most likely reason that the poet uses capitalization in line 11? (7.8B)

To imply that Mister Death is a real being

To stress Mister Death's merciful nature

To indicate Mister Death's authority

To highlight Mister Death's arrogance

Test tips

Analyze and Infer Notice that few other words are capitalized in the poem. Ask yourself what those words have in common. Choose an answer that explains why death is presented as if equal to these words.

Red boxes show correct answers.

6 The poet places the words "onetwothreefourfive" and "pigeonsjustlikethat" on the same line and without spaces most likely to — (7.8B)

show that Buffalo Bill was uneducated

develop an image of how birds move

indicate a change in speaker

mimic the quickness of gunfire

LITERARY TEXTS • STAAR Practice 8 • Poetry 159

2

Answer Choice Rationales

4 **A** Buffalo Bill is a well-known name, and the poet uses it to refer to the speaker of the poem. The other names are not as well-known.

B Jesus is a religious figure, and the poet does not refer to him in the poem.

C The poet does not refer to himself in the poem.

D The poet does not refer to Mister Death in the poem.

5 **A** The poet uses capitalization to indicate Mister Death's authority. The other options are not supported by the poem.

B The poet does not use capitalization to stress Mister Death's merciful nature.

C The poet does not use capitalization to imply that Mister Death is a real being.

D The poet does not use capitalization to highlight Mister Death's arrogance.

6 **A** The poet places the words "onetwothreefourfive" and "pigeonsjustlikethat" on the same line and without spaces to mimic the quickness of gunfire. The other options are not supported by the poem.

B The poet does not place the words on the same line to show that Buffalo Bill was uneducated.

C The poet does not place the words on the same line to develop an image of how birds move.

D The poet does not place the words on the same line to indicate a change in speaker.

Using This Teacher's Edition—Writing

Revising and Editing STAAR Practice

Full answer-choice rationales or sample responses are provided for all STAAR practice test items—both multiple choice and new question types. These explanations help teachers and tutors identify student mistakes and support them with meaningful feedback.

1 What is the **BEST** way to revise sentence 4? (7.10C)

Other Hispanic singers helped to call attention to Tejano music.
 But before Selena, other female Hispanic singers helped call attention to Tejano music in Texas and around the world.
 Other female Hispanic singers helped call attention to the music made by Tejano artists in the state of Texas and far and wide around the world, but before the singer Selena made her career.
 But before the singer Selena made her career in the state of Texas and far and wide around the world, other female Hispanic singers helped call attention to the music made by Tejano artists.

Remember If you have trouble following an answer choice, then it is probably not the best revision for a sentence.

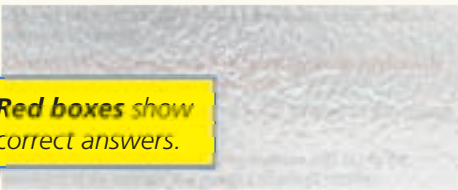
2 Rosalie wants to improve her second paragraph by combining sentences 6 and 7. In the space provided, write a new sentence that combines these sentences in the **BEST** way. (7.10C)


3 One of the words Rosalie uses in sentence 10 is inappropriate. What is the **BEST** change for her to make in this sentence? (7.10C)

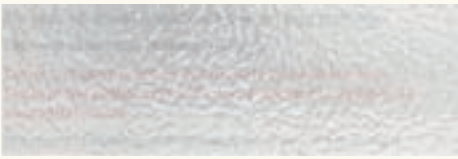
Change **late** to **later**
 Change **moved** to **journeyed**
 Change **playing** to **recording**
 Change **specializing** to **studying**

Analyze and Infer Reread sentence 10. Think carefully about what you know about a singer's job in a recording studio. Use this information to choose an answer that makes the sentence more logical.

Answer Choice Rationales

1 A 

2 

3 A 
 B
 C
 D

288 Grade 7 Reading Language Arts: Essential TEKS with STAAR Practice - WRITING

Red boxes show correct answers.

New question types

Rationales for EACH answer choice help teachers or tutors give students actionable feedback.

ECR Practice Prompts

Five informational essay prompts provide scaffolded writing practice.

WRITING **1** Prompt

Read "Autumntime" on page 000. Based on the information from the selection, write a response to the following:

Explain how the setting of the story and the feelings of the characters contribute to the conflict in the plot.

Write a well-organized informational essay that uses specific evidence from the selection to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Brainstorming

In the box below, draft a controlling idea for your essay, as well as ideas you have or evidence from the selection you want to use.

Brainstorming helps students generate ideas.

Organizing Your Ideas and Evidence

Use this chart to organize and develop ideas and examples for your essay.

Thesis or Controlling Idea:

Topic Sentence:

Evidence:

Analysis:

Supporting Idea or Example 1

Topic Sentence:

Evidence:

Analysis:

Supporting Idea or Example 2

Topic Sentence:

Evidence:

Analysis:

Supporting Idea or Example 3

Connect Back to Thesis or Controlling Idea:

Conclusion

A graphic organizer helps students plan their essays.

Write your essay in the box below.

Example of a high-scoring essay:

Example of a low-scoring essay:

Write your essay in the box below.

Make sure your composition has

- a controlling idea
- complete thoughts
- an introduction and concluding thought
- how to do it correctly

EXTEND CON

Two sample responses are provided to help teachers provide student feedback.

A checklist ensures students include all necessary parts for their essays.

Reading Language Arts Contents

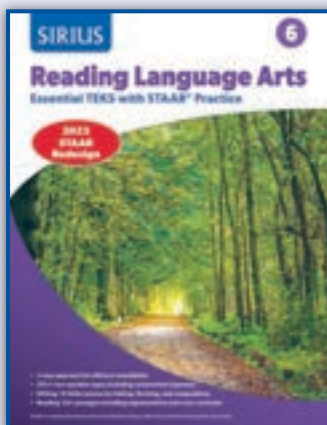
READING

- Diagnostic Tests
- Skill Lessons
 - Literary Skills
 - Informational and Argumentative Skills
 - Text Evidence and Analysis Skills
 - Paired Texts and Vocabulary Skills
- STAAR Practice
 - Literary Texts
 - Informational and Argumentative Texts
 - Paired Texts
- Post Tests

WRITING

- Revising
 - Diagnostic
 - Skill Lessons
 - STAAR Practice
 - Post Tests
- Editing
 - Diagnostic
 - Skill Lessons
 - STAAR Practice
 - Post Tests
- Extended Constructed Response
 - Skill Lessons
 - STAAR Practice

Visit SiriusEducationSolutions.com to learn more!



Grade 7 Reading Zingers Workbook

Skill Instruction with Scaffolded Practice

Each lesson teaches **how to read, analyze, and answer** the STAAR questions for one of the most commonly tested TEKS. **Scaffolded practice A, B, and C** increases in complexity by modifying the number of answer choices.

ZINGER 1 Analyzing Poetry (7.8B)

STAAR skill instruction

TEKS designation

Graphic organizers

Read the question below. Then underline the way the question tests the skill. Why does the poet include the words "and so it goes" in line 5? why that choice speaker's thoughts/feelings why important

Practice A Read questions 1–2 first. Then read the selection and answer the questions.

Hoar-Frost
by Amy Lowell

In the cloud-grey mornings
I heard the herons flying;
And when I came into my garden,
My silken outer-garment
5 Trilled over withered leaves,
A dried leaf crumbles at a touch,
But I have seen many Autumns
With herons blowing like smoke
Across the sky.

1 Lines 5 and 6 are important to the poem because they help —
A describe the setting
B introduce the speaker
C describe the speaker's feelings
D describe the speaker's appearance

2 In lines 8 and 9, the herons are described mainly as —
A cautious and proud
B swift and fleeting
C slow and graceful
D noisy and bold

STAAR Tip: Underline words or phrases that describe someone or something.

STAAR Tip: Think about the phrase "blowing like smoke." What is smoke like?

2 Grade 7 Reading Zingers Answering the Most Common STAAR Test Items

Practice B Read questions 3–4 first. Then read the selection and answer the questions.

By the Stream
by Paul Laurence Dunbar

By the stream I dream in calm delight, and watch as in a glass,
How the clouds like crowds of snowy-hued and white-robed maidens pass;
And the water into ripples breaks and sparkles as it spreads,
Like a host of armored knights with silver helmets on their heads.

5 And I deem the stream an emblem¹ fit of human life may go,
For I find a mind may sparkle much and yet but shallows show,
And a soul may glow with myriad lights and wondrous mysteries,
When it only lies a dormant thing and mirrors what it sees.

1 An emblem is something that represents, or symbolizes, something else.

3 Which of these best describes how the speaker feels?

B To emphasize how passionate the kitten is in her play
C To suggest that the kitten is actually attacking real prey
D To create a contrast between the frosty air and the kitten's "eye of fire"

6 The poet uses a metaphor in lines 10 and 11 to show —
F that the kitten will soon move on to another activity
G how the kitten sees herself as more powerful than she is
H that the kitten wants to be seen as a fearsome predator
J how skillful and nimble the kitten is with the leave

STAAR Tip: Underline words or phrases that explain how the kitten is like an "Indian Conjuror"

STAAR Tip: Xavier chose answer B for question 5. Explain to Xavier why his answer is correct or not.

4 Grade 7 Reading Zingers Answering the Most Common STAAR Test Items

Short selection with focused practice

on level practice

Question analysis

Mixed Practice

Practice two Zinger skills using **longer selections** and **mixed question types**.

Mixed Practice Zingers 1–2

checklist

Longer selections

Remember to...
 Read the questions first.
 Use a dictionary.
 Annotate the selection based on the questions.

Should I Compare You to a Summer Day?¹
by William Shakespeare, adapted

Should I compare you to a summer day?
You are more lovely and more temperate.²

Rough winds do shake the delicate blossoms of May,
And summer lasts for all too short a date.
5 Sometimes too hot the eye of heaven shines,
And often his golden glow is dimmed by clouds.
And every thing of beauty eventually declines,
Either by chance, or by nature's changing course.

But your eternal summer will not fade,
10 Nor will you lose possession of your beauty,
Nor shall death brag that you wander in his shade,
When in these eternal lines you grow.

For as long as men can breathe, or eyes can see,
So long this poem lives—and gives life to you.

¹ This poem is a modern English translation of William Shakespeare's "Shall I compare thee to a summer's day?" (Sonnet 18).
² moderate, mild, not excessive or extreme

10 Grade 7 Reading Zingers Answering the Most Common STAAR Test Items

5 The speaker suggests that one way his beloved ("you") is different from a summer day is that —
A the day will bring him more happiness
B her beauty will last forever
C the day is calmer and rarely angry
D over time, she will be forgotten

6 The speaker uses the figurative language in lines 5 and 6 to help the reader understand why —
F a summer day is not as lovely as his beloved
G he is comparing his beloved to weather
H all sunny days must give way to rain
J his beloved is lucky and will always love him

7 Why is stanza 2 important to the poem?
A It explains the faults the speaker has with his love by comparing her to summer.
B It explains some of the unpleasant parts about summer in order to praise the speaker's love.
C It shows the contrast between summer and other seasons.
D It shows the comparisons between unpleasant summer days and the speaker's past relationships.

8 The imagery in line 11 emphasizes that the speaker thinks his beloved will —
F never stop loving him
G always be innocent
H go to heaven
J never grow old or sick

STAAR Tip: Think about what it might mean to wander in the shade of death.

Authentic STAAR test questions

Test tips

Mixed Practice Zingers 1–2 11

RLA Companion Workbooks for *Sirius Online*

Blended Learning with *Sirius Online*

Sirius RLA workbooks are based on and align closely with *Sirius Online* eCourses. Because both formats have the same content in the same sequence, teachers can be easily move between formats to **adapt instruction** for diverse student needs.

Sirius Online Reports Help Focus Interventions

Identifying students' learning gaps is challenging, especially in **how** the TEKS are assessed in STAAR. Because *Sirius Online* closely matches STAAR tests, teachers can use *Sirius Online* data and reports to **efficiently target student needs**.



RLA eCourses include both on- and below-grade level **Reading Skills** with scaffolded instruction and practice in the **most commonly tested TEKS**.

Sirius Online Mimics STAAR® Redesign

Sirius Online includes 25%+ **new question types** in all **20 STAAR** courses. And all RLA courses include Writing which makes up 50% of the new RLA STAAR tests.

Sirius Online includes the same **tools** and **features** as the STAAR online platform. Students benefit from online practice in a similar platform, so students will **perform confidently** on test day, with no surprises! *

The screenshot displays the Sirius Online interface. At the top, a yellow box labeled "Same Tools and Features" points to the navigation bar. The main content area shows a reading passage titled "from The Open Boat" with a yellow callout box labeled "Guideline" pointing to the text. Below the passage, a yellow callout box labeled "Highlights" points to a highlighted sentence. To the right, a multiple-choice question is displayed with a yellow callout box labeled "Scaffolded Instruction" pointing to a "WATCH OUT" warning box that says "Avoid choosing an answer that expresses an opinion rather than a straightforward fact about the correspondent." Below the question, a "Sorry, that's not correct" message is visible.

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