

To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for ELAR 7A. This is equivalent to the first semester of seventh-grade English.

WHAT TO BRING

- several sharpened No. 2 pencils
- lined notebook paper

ABOUT THE EXAM

The examination for ELAR 7A consists of 73 questions, including multiple choice and essay questions. The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. You will need to provide paper for the writing activity. A percentage score from the examination will be reported to the official at your school.

How to Prepare for the Examination

This material has been designed to help you prepare for the comprehensive examination for the first semester of seventh-grade English. To successfully prepare for the exam, the general areas with which you need to be familiar are:

- writing concepts and skills
- language concepts and skills
- literature concepts and skills
- reading concepts and skills

The examination is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. All TEKS are assessed. A list of review topics is included in this document to focus your studies. It is important to prepare adequately. Since questions are not taken from any one course, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our ELAR 7A course is:

Literature: Texas Treasures, Course 2. (2011) Columbus, OH: Glencoe.

You will also need to read *The Adventures of Tom Sawyer* by Mark Twain (any unabridged edition) and Dr. Martin Luther King's "I have a dream" speech before taking the exam.

The practice exam included in this document will give you a model of the types of questions that will be asked on your examination. It is not a duplicate of the actual examination. It is provided to illustrate the format of the exam, not to serve as a complete review sheet.

Good luck on your examination!

ELAR 7A Practice Exam

These are examples of the kinds of questions that you might find on the examination for the first semester of seventh-grade English. Try doing them before you look at the attached answer key.

To be prepared for the test, you will need to read *The Adventures of Tom Sawyer* and be familiar with Dr. Martin Luther King’s “I have a dream” speech. On the test, you will answer reading comprehension questions about both works.

You should also be prepared to write a short poem using literary elements, including rhyme scheme and meter. You may also be asked to write a short, imaginative story and a persuasive letter, so practice your writing skills.

1. **In loco parentis** is a Latin phrase commonly used in English. Based on the context of the sentence below, what is the best definition of the word?

Mark’s neighbors had to act **in loco parentis** when they took him camping and he broke his leg in order for him to get immediate care.

- A. in crazy forms
 - B. in its original place
 - C. in the place of a parent
 - D. in rhythmic movement
2. In the following excerpt of the poem “The Swans” by Amy Lowell, which line has alliteration?

The cobbles see this all along the street
Coming—coming—on countless feet.
And the clockmen mark the hours as they go.
But slow—slow—
The swans float
In the Bishop's moat.

- A. “Coming—coming—on countless feet”
 - B. “And the clockmen mark the hours as they go”
 - C. “The swans float”
 - D. “In the Bishop’s moat”
3. Which literary element can be seen in line four of the poem?
- A. metaphor
 - B. simile
 - C. personification
 - D. repetition

4. Locate the relative pronoun in the following sentence.

He picked the puppy that had the most spots because he had always wanted a spotted puppy.

- A. he
 - B. picked
 - C. that
 - D. most
5. The trapeze artist was well known in her country.
- A. trapeze-artist
 - B. well-known
 - C. no hyphen needed

ELAR 7A Practice Exam Answer Key

1. C
2. A
3. D
4. C
5. C

Texas Essential Knowledge and Skills ELAR 7 – English Language Arts and Reading, Grade 7

§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 7 as described in subsection (b) of this section.

(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

(2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
- (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;
- (C) complete analogies that describe part to whole or whole to part;
- (D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., *habeus corpus*, *e pluribus unum*, *bona fide*, *nemesis*); and
- (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

(3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

- (A) describe multiple themes in a work of fiction;
- (B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and

- (C) analyze how place and time influence the theme or message of a literary work.
- (4) Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.
- (5) Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.
- (6) Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) explain the influence of the setting on plot development;
 - (B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and
 - (C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.
- (7) Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.
- (8) Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.
- (9) Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.
- (10) Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
- (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;
 - (B) distinguish factual claims from commonplace assertions and opinions;
 - (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and
 - (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.
- (11) Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
- (A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and
 - (B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.
- (12) Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and
 - (B) explain the function of the graphical components of a text.
- (13) Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) interpret both explicit and implicit messages in various forms of media;
 - (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;
 - (C) evaluate various ways media influences and informs audiences; and
 - (D) assess the correct level of formality and tone for successful participation in various digital media.
- (14) Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
- (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
 - (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write an imaginative story that:

(i) sustains reader interest;

(ii) includes well-paced action and an engaging story line;

(iii) creates a specific, believable setting through the use of sensory details;

(iv) develops interesting characters; and

(v) uses a range of literary strategies and devices to enhance the style and tone; and

(B) write a poem using:

(i) poetic techniques (e.g., rhyme scheme, meter);

(ii) figurative language (e.g., personification, idioms, hyperbole); and

(iii) graphic elements (e.g., word position).

(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write a multi-paragraph essay to convey information about a topic that:

(i) presents effective introductions and concluding paragraphs;

(ii) contains a clearly stated purpose or controlling idea;

(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;

(iv) accurately synthesizes ideas from several sources; and

(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;

(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;

(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and

(D) produce a multimedia presentation involving text and graphics using available technology.

(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:

(A) establishes a clear thesis or position;

(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and

(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (perfect and progressive tenses) and participles;

(ii) appositive phrases;

(iii) adverbial and adjectival phrases and clauses;

(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);

(v) prepositions and prepositional phrases and their influence on subject-verb agreement;

(vi) relative pronouns (e.g., whose, that, which);

(vii) subordinating conjunctions (e.g., because, since); and

- (viii) transitions for sentence to sentence or paragraph to paragraph coherence;
 - (B) write complex sentences and differentiate between main versus subordinate clauses; and
 - (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.
- (20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) use conventions of capitalization; and
 - (B) recognize and use punctuation marks including:
 - (i) commas after introductory words, phrases, and clauses; and
 - (ii) semicolons, colons, and hyphens.
- (21) Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
- (22) Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
 - (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.
- (23) Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;
 - (B) categorize information thematically in order to see the larger constructs inherent in the information;
 - (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and
 - (D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- (24) Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- (A) narrow or broaden the major research question, if necessary, based on further research and investigation; and
 - (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.
- (25) Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
- (A) draws conclusions and summarizes or paraphrases the findings in a systematic way;
 - (B) marshals evidence to explain the topic and gives relevant reasons for conclusions;
 - (C) presents the findings in a meaningful format; and
 - (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.
- (26) Listening and Speaking/Listening.** Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;
 - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and
 - (C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).
- (27) Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
- (28) Listening and Speaking/Teamwork.** Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Source: The provisions of this §110.19 adopted to be effective September 4, 2008, 33 TexReg 7162.