

# Clint Independent School District Instructional Services Benchmark Blueprint

**Subject: ELAR Grade: 7 Testing Window: October 4-7**

<b>Student Expectation</b>
<p><b>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.</b> C) analyze how place and time influence the theme or message of a literary work.</p>
<p><b>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.</b> A) analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.</p>
<p><b>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.</b> A) determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.</p>
<p><b>14. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</b> 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.</p>
<p><b>20. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</b> B.i) recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses.</p>
<p><b>21. Oral and Written Conventions/Spelling. Students spell correctly.</b> A) spell correctly, including using various resources to determine and check correct spellings.</p>
<p><b>Figure 19: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</b> A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension. B) ask literal, interpretive, evaluative, and universal questions of text. C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images). D) make complex inferences about text and use textual evidence to support understanding. E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p>
<p><b>Total number of items on benchmark: 20</b></p>