

**TCAP Achievement, Grade 7, Reading/Language Arts
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators**

Language	
SPI#	State Performance Indicator
0701.1.1	Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate) and pronouns (i.e., agreement, reflexive, interrogative, demonstrative) within context.
0701.1.2	Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.
0701.1.3	Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (comparative and superlative forms) within context.
0701.1.4	Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.
0701.1.5	Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.
0701.1.6	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.
0701.1.7	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).
0701.1.8	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.
0701.1.9	Recognize usage errors occurring within context (i.e., double negatives, troublesome word pairs: {to/to/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery}).
0701.1.10	Identify the correct use of colons (i.e., in business letters, preceding list of items) within context.
0701.1.11	Identify the correct use of appositives and appositive phrases within context.
0701.1.12	Identify the correct use of infinitives and infinitive phrases within context.
0701.1.13	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.
0701.1.14	Form singular and plural possessives using apostrophes correctly.
0701.1.15	Choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).
0701.1.16	Identify correctly and incorrectly spelled words in context.
Vocabulary	
SPI#	State Performance Indicator
0701.1.17	Use context clues and background knowledge of roots and affixes to determine the meaning of multi-meaning words.
0701.1.18	Use context clues and background knowledge of roots and affixes to determine the meaning of unfamiliar words.
0701.1.19	Replace unknown words in context with appropriate synonyms or antonyms.
0701.1.20	Recognize and use grade appropriate and/or content specific vocabulary within context.
0701.1.21	Decode unknown grade level words in context, using previously learned strategies as aids in determining meaning.
0701.1.22	Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i>).

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Writing and Research	
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0701.3.1	Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).
0701.3.2	Identify the audience for which a text is written.
0701.3.3	Select an appropriate thesis statement for a writing sample.
0701.3.4	Rearrange a multi-paragraphed work in a logical and coherent order.
0701.3.5	Select the appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
0701.3.6	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
0701.3.7	Identify the sentence(s) irrelevant to a paragraph's theme or flow.
0701.3.8	Select an appropriate concluding sentence for a well-developed paragraph.
0701.3.9	Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.
0701.3.10	Select an appropriate title that reflects the topic of a written selection.
0701.3.11	Identify individual writing selections as technical, narrative, persuasive and/or descriptive in mode.
0701.3.12	Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.
0701.3.13	Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).
0701.4.1	Select the most focused research topic.
0701.4.2	Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).
0701.4.3	Determine the most appropriate research source for a given research topic.
0701.4.4	Distinguish between primary (i.e., interviews, letters, diaries, newspapers, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.
0701.4.5	Discern irrelevant research material from written text.
Communication and Media	
SPI#	State Performance Indicator
0701.2.1	Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).
0701.2.2	Identify the targeted audience of a speech.
0701.2.3	Identify the thesis and main points of a speech.
0701.2.4	Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
0701.2.5	Organize ideas in the most effective order for an oral presentation.
0701.2.6	Discern the organizational pattern of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).
0701.2.7	Select the most appropriate behaviors for participating productively in a team (e.g., ask primarily relevant questions that move the team toward its goal and contribute to the topic of discussion, articulate the goals that have been provided for the team work and ask clarifying questions, come to agreement by seeking consensus or following the majority) .
0701.2.8	Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).
0701.2.9	Distinguish between a summary and a critique.
0701.7.1	Choose the most appropriate medium for a prescribed purpose and audience.
0701.7.2	Select the visual image that best reinforces a viewpoint or enhances a presentation.
0701.7.3	Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).
0701.7.4	Draw an inference from a non-print medium.
0701.7.5	Choose the statement that best summarizes/communicates the message presented by a medium.
0701.7.6	Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.

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Logic	
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0701.5.1	Make predictions about the outcome of a given text.
0701.5.2	Evaluate text for fact and opinion.
0701.5.3	Identify stated or implied cause-effect relationships.
0701.5.4	Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling, plain folks).
0701.5.5	Select the correct word or phrase to complete an analogy, using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions, verb forms).
0701.5.6	Identify an example of deductive or inductive reasoning in text.
0701.5.7	Identify a false premise in text.
0701.5.8	Make inferences and draw conclusions based on evidence in text.
Informational Text	
SPI#	State Performance Indicator
0701.6.1	Formulate clarifying questions before, during, or after reading.
0701.6.2	Identify the main idea and supporting details in text.
0701.6.3	Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).
0701.6.4	Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).
0701.6.5	Choose the correct order of a set of instructions.
0701.6.6	Identify the organizational structure of an informational text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).
Literature	
SPI#	State Performance Indicator
0701.8.1	Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.
0701.8.2	Identify the author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
0701.8.3	Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.
0701.8.4	Determine the common characteristics of literary drama, nonfiction, novels, poetry, and short stories.
0701.8.5	Identify the stated or implied theme of a literary text.
0701.8.6	Identify how the author reveals character (i.e., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks).
0701.8.7	Identify flashback, foreshadowing, and symbolism within context.
0701.8.8	Analyze the effects of sound (i.e., accent, alliteration, onomatopoeia, repetition, rhyme, internal rhyme) in context.
0701.8.9	Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).
0701.8.10	Identify and analyze figurative language (i.e., hyperbole, simile, metaphor, personification, pun) within context.
0701.8.11	Recognize and identify words within context that reveal particular time periods and cultures.
0701.8.12	Identify the author's purpose for writing.