

Start Date

End Date

Grade

Subject

- Show Reviewer Suggested
- Show Broken Into Specific
- Show Different Grade
- Show Rewritten
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**Reset**

**Build Report**

## Broken Into More Specific

**E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.**

Cite textual evidence to support answer and/or analysis. Make inferences and draw conclusions based on text.

**E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**

Determine a theme or central idea of a text and analyze its develop over the course of the text. (Provide an objective summary of the text.)

Determine a theme or central idea of a text. Provide an objective summary of the text.

Determine the theme or central idea of this text. Explain how the theme is developed during the story. (When middle school students have too much information to read in a question, many will just give up and guess. I have proof of this!)

Identify a central idea in a text. Identify a text's theme. Provide an objective summary of a text.

Determine the theme of the selection. Explain how the theme develops throughout the piece and summarize it. (Shorter sentences with words used in everyday language are easier to understand than longer sentences with longer words. Making the directions as user-friendly as possible can only be a good thing.)

**E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).**

Stories, drama, and poems should not be grouped together because they are very different types of writing. The example elements given don't even always apply to poems! Poems should be their own separate standard because they are a specialized area.

Use former PA Standards (The Pennsylvania State Standards that were adopted and used prior to the PA Core were better standards in the sense that they were more specific, for all of the skills our students need to learn.)

**E07.A-C.2.1.2: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**

Separate drama and poetry because they are two different areas of writing.

**E07.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text. (At the seventh-grade level, meeting the goal of the second part is not grade appropriate.)

They are two different skills and should be separated (Figurative language and sound devices are separate skills)

**E07.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).**

This is much too broad. What specific roots qualify as seventh grade appropriate? What strategies are seventh grade appropriate? How will they demonstrate these different strategies through a test?

**E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with**

**similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).**

Demonstrate understanding of figurative language. Interpret figures of speech, use the relationship between particular words to better understand each of the words.

Please separate synonyms and connotations from figurative language because those are two totally different areas of focus.

Question should name the figurative language term. (Not ready at this age to identify it with reading passage of such a high lexile)

**E07.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**

Determine two or more central ideas in a text and analyze their development over the course of the text. (Provide an objective summary of the text.)

**E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.**

Identify which method of text organization is used within the passage (i.e. compare/contrast, sequence of events, problem/solution, etc.)

**E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.**

Identify figurative language in text and explain its meaning. Identify how an author's word choice affects the meaning of text.

**E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and**

**cause/effect to support the writer's purpose.**

Too much is targeted through this one standard. Break it up into smaller parts.

**E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.**

1. establish and maintain point of view. 2. event sequence that unfolds naturally and logically (Too many ideas in the original standard. Students may meet part of it, but fail to master all because it is too complex.)

I believe this should be broken into two standards. It could be divided at the semicolon.

Should be broken into more focused indicators. (And made to apply across all genres of writing.)

**Different Grade****E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.**

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**E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**

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**E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).**

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**E07.A-C.2.1.1: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**

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**E07.A-C.2.1.2: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**

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**E07.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**

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**E07.A-C.3.1.1: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**

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**E07.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).**

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**E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).**

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**E07.B-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.**

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**E07.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**

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**E07.B-K.1.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).**

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**E07.B-C.2.1.2: Analyze the structure an author uses to organize a**



**text, including how major sections and text features contribute to the whole and to the development of the ideas.**

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**E07.B-C.3.1.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.**

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**E07.B-C.3.1.2: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.**

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**E07.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).**

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**E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.**

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**E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

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**E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**

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**E07.C.1.1.4: Establish and maintain a formal style.**

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**E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.**

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**E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

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**E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**

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**E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.**

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**E07.C.1.2.5: Establish and maintain a formal style.**

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**E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.**

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**E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

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**E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.**

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**E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

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**E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.**

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**E07.D.1.1.1: Explain the function of phrases and clauses in general and their function in specific sentences.**

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**E07.D.1.1.2: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**

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**E07.D.1.1.3: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.**

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**E07.D.1.1.4: Recognize and correct inappropriate shifts in pronoun number and person.**

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**E07.D.1.1.5: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**

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**E07.D.1.1.6: Recognize and correct inappropriate shifts in verb tense.**

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**E07.D.1.1.8: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).**

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**E07.D.1.1.9: Ensure subject-verb and pronoun-antecedent agreement.**

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**E07.D.1.2.1: <p>Use a comma to separate coordinate adjectives (e.g., <em>It was a fascinating, enjoyable movie</em> but not <em>He wore an old[,] green shirt</em>).</p>**

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**E07.D.1.2.3: Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.**

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**E07.D.1.2.4: Use punctuation to separate items in a series.**

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**E07.D.2.1.1: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.**

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**E07.D.2.1.2: Vary sentence patterns for meaning, reader/listener interest, and style.**

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**E07.D.2.1.3: Maintain consistency in style and tone.**

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**E07.D.2.1.4: Choose punctuation for effect.**

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**E07.D.2.1.5: Choose words and phrases for effect.**

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**E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**

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**E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).**

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**E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**

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**E07.E.1.1.5: Establish and maintain a formal style.**

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**E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.**

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## Rewritten

**E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.**

Question 1: Explain (in your own words) what the text is saying. Question 2: What conclusions did you discover when reading this text? (Are you serious? I have a Masters Degree and I would need a course in how to interpret these questions! These are seventh graders. Whoever wrote (and approved) this is quite narcissistic. What a bunch of self-righteous bullies. I am going to conclude here, I am breezing through these questions and I've seen enough. You don't need my redundant commentary on each question. Get over yourselves and simplify these questions so a SEVENTH grader can understand them.)

**E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**

Choose the best line from the text to support the theme. (Asking students to choose two answers in one question is going to test their ability to follow directions rather than accurately support their claim. It is abnormal to choose two letters for one answer. This question will also unfairly penalize students who respond correctly to two of the three answer choices.)

Determine a theme or central idea of a text; provide an objective summary of the text. (I don't think seventh graders are ready to analyze the development of a theme. They

have enough trouble simply identifying a theme let alone analyzing how it is developed over the course of a text.)

For Part 2, only require one correct response, not two.

See above.

**E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).**

Explain how the setting, characters and plot interact with each other. (Shorter and simpler is easier to understand.)

**E07.A-C.2.1.1: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**

Analyze how an author develops and contrasts the perspectives of different characters. (Most stories do not have more than one narrator. Does "point of view" really mean "perspective" or is it referring to "narrator's point of view"?)

Compare and contrast the point of view of the characters/narrators.

Explain how an author develops the point of view of different characters. How are they different from each other. (Every time these statements say "analyze" they could just say "explain." "Analyze" is the kind of word that gives people anxiety. There's a lot of redundancy in these questions that just makes them longer and less direct -- theme or central point, characters or narrators. Often one word will do. )

Not sure how to... (I realize this is just a sample, however, if vocabulary like this is used I worry about the students not being able to even understand the question let alone the choices!)

**E07.A-C.2.1.2: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**

Analyze how a drama's or poem's form, organization (e.g. chronological), or structure (e.g. soliloquy, sonnet) contributes to its meaning. (The released item (as well as other similar items in previous years) often have to do not with the actual form or structure, but with analyzing organization. If that is to be the intent, organization should be included in



the Eligible Content.)

How does the author's purpose help establish meaning in the drama? (I'm confused on what this question is asking. Is it asking about author's purpose?)

How does the poem's form contribute to its meaning?

Question is fine. Answer choices are all too plausible.

**E07.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**

How does the author use words or phrases (including literary devices)? What impact do they have on a verse or stanza of a poem or a section of a story or drama?

**E07.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).**

Determine the meaning of unknown words by using context clues or by using root words or using knowledge of prefixes/suffixes.

Use multiple strategies to determine the meaning of an unknown word.

**E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g.,**

**synonym/antonym, analogy) to better understand each of the words.**  
**c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words (This should not include "c" as a necessary component.)

Literary and mythological allusions are not appropriate for 7th grade students as these techniques requires knowledge beyond that of a 12 year old.

remove "mythological allusions" The rest is fine (Assumes content knowledge not necessarily previously taught.)

**E07.B-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.**

Do not need a separate standard saying the same thing for both fiction and nonfiction texts.

Make inferences, make generalizations about, and draw conclusions from text. Cite textual evidence to support response.

**E07.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**

I don't feel that the first half of the question is necessary.

Provide an objective summary of the text.

**E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to**

**the whole and to the development of the ideas.**

Please give the specific structures. Are we using compare and contrast type of structures, or are we referring to an argument structure?

**E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.**

Combine with fiction standard instead of repeating.

**E07.B-C.3.1.2: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.**

Analyze how two or more authors writing about the same topic construct different central ideas or themes by selecting different evidence or details. (In 7th grade, students are just beginning to reach stages of cognitive development able to make meaningful comparisons between complex texts on related topics. Students are able to identify differences in arguments or information, but not at the level of rigor required in the current Eligible Content.)

**E07.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.**

Please share what roots are specifically "grade appropriate" for seventh grade.

Repetitive.

**E07.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (Should not include "c" as a necessary component)

**E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

In the classroom, teachers can provide time for students to collect information from accurate, credible sources, but I do not think that it is fair to include this standard for a testing situation, since students will not have the opportunity to use sources. That part of the standard should either be separated or removed.

**E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

Delete "pacing."

Eliminate the word "pacing".

get rid of pacing (unnecessary at this level)

**E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or**

**setting to another.**

Combine with all similar indicators for all genres. Pertinent to good writing all around.  
(cumbersome)

Similar to another standard; combine for all genres of writing.

**E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

Similar to another standard; combine for all genres of writing.

Use relevant descriptive details and sensory language to convey experiences.

**E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.**

Similar to another standard; combine for all genres of writing.

**E07.D.1.1.2: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**

Use simple, compound, complex, and compound-complex sentences to construct varying patterns of complete sentences. (Seventh graders are still learning how to construct variety in their style and master the use of complete sentences. Expecting them to apply these skills to "signal different relationships among ideas" is not developmentally appropriate.)

Use simple, compound, complex, and compound-complex sentences. (Because of all the changes in recent years to the standards/eligible content most of my students have serious gaps in their learning. Just to be able to get them to know the four types of sentences will be a struggle.)

**E07.D.1.1.3: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.**

Identify the correct use of phrases and clauses within a sentence. (This is the type of

sentence that lends itself to traditional grammar instruction, which has been proven to be ineffective. Teacher often take this type of standard and teach grammar as a stand alone. )

**E07.D.1.2.1: <p>Use a comma to separate coordinate adjectives (e.g., <em>It was a fascinating, enjoyable movie</em> but not <em>He wore an old[,] green shirt</em>).</p>**

Combine comma rules you expect 7th graders to know into one standard.

**E07.D.1.2.2: Spell correctly.**

Be more specific about what you are looking for in spelling. Are students expected to spell all words correctly or just seventh grade appropriate words?

because it is too vague. (Lists of grade appropriate words should be provided)

For grade level words? all words? (This statement is too vague.)

**E07.D.2.1.2: Vary sentence patterns for meaning, reader/listener interest, and style.**

Vary sentence patterns to avoid repetition. (Constructing varying sentence structures is a challenge for students, especially without opportunity for a genuine, extended revision process. Linking varying patterns for specific tasks (e.g. meaning, reader/listener interest, and style) is too challenging for seventh graders in a "cold write" context.)

**E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**

Describe how Florence's character develops throughout the course of the drama. (The original wording of the question unnecessarily complicates the question. The question is ambiguous. Is one to discuss characterization or plot structure? If it is the latter, then the question should read, "why did the author choose a three scene structure for this play?" )

Introduce text(s) for the intended audience, state an opinion and/or topic, and establish a situation or context for the writing. (The structure and logical organization is already

measured by students' ability to use appropriate transitions to create cohesion (E07.E.1.1.3). In 7th grade, students are beginning to learn how to use introductions to introduce the prompt (rather than the response). Expecting students to be able to preview a full organization is not developmentally appropriate.)

**E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.**

Use language precisely. (Precise language is a great idea. What the heck is domain-specific? Specific? Which is also precise? Why explain and convey? Why an experience and an event? All of that is not specific. Ironic, huh? Sorry to be such a wiseacre, but I write for a living and work with college students. If this is how they're being taught to write, I know why they're so bad.)

**Should Be Deleted**

**E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.**

This selection requires cultural awareness of English society that most students in this grade have not studied. My child's public middle school has not provided any reading selections from the 18th, 19th, or even early 20th century. All the reading selections have been modern so this stylized dramatic dialogue will be very foreign. If you want to test on classical pieces they need to be taught first.

This sounds too much like an opinion question

**E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**

So difficult for when students answer one part wrong they are penalized in essence

twice as there are 2 parts.

**E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).**

This is too much information to process at one time during a test. If this was just a single question, it would be fine (although I might change the wording), but as it is, I have many students who would just guess the answer.

**E07.A-C.2.1.2: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**

I don't think the sample test question addresses the eligible content. Instead, I think the test question is addressing how organization of a text contributes to its meaning (cause and effect, chronological, main idea and details, etc.).

I feel that this concept is confusing. When relaying this concept via questioning, I feel that it is only fitting in a multiple choice format.

Knowing a poetic or dramatic form does not necessarily prove or contribute to a student's understanding of the text.

Question isn't really requiring student analysis of content, rather of form and is not pertinent.

Standard does not address student's understanding of content, instead it only addresses form.

This is not a skill that has any real-life applications.

**E07.A-C.3.1.1: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**

History and social studies are too often left out to focus on math and reading, which has been the case for years. If it is now going to be required to read and know history, then it has to work its way up in grade level. In other words, students cannot now be expected to know years of history when the emphasis on math and reading comprehension has for years forced it to the side.



I don't believe the students have the ability to do this at this point in their education. I don't have a problem with higher order thinking skills, but it needs to be age appropriate.

Not enough information is provided to offer a quality evaluation of this standard.

The Eligible Content is too often closely tied to a student's background knowledge regarding a specific historical time period. It is difficult to construct items that isolate that variable and create a valid measure of a student's ability to compare different texts. There should be a more general statement about comparison of two different texts on the same topic - but not with such an emphasis on historical fiction.

This requires specific knowledge of historical events, which might not be covered in ELA courses. Unless specific events are identified, this is an unfair standard.

**E07.B-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.**

Literature standards should be entered once and applied to all genres rather than simply repeated over and over again.

**E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.**

Not pertinent to what 7th grade students need to know. Beyond scope of ability at this point.

Not pertinent to what 7th grade students should know and be able to do with texts.

There is no real-world benefit of this content.

**E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.**

Combine with fiction standard. Repetitive and cumbersome.

Eligible Content A-C 2.1.3, A-V 4.1.1, A-V 4.1.2, and B-C 2.13 are all similar and interconnected. It becomes unintelligible and unmanageable for parents and students to comprehend repetitive and unreasonably nuanced standards. For teachers, the repetition makes data tracking and analysis challenging.

**E07.B-C.3.1.2: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.**

It's too wordy.

**E07.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.**

Again - combine. Repetitive and cumbersome to simply relist with each genre.

Greek and Latin are no longer studied in the ELA classroom.

**E07.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite,**

**diplomatic, condescending).**

Again - combine. Repetitive and cumbersome to simply relist with each genre.

It's repetitive.

Repetitive; only need one standard.

**E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.**

Too vague. What is required of the student is unclear.

Too vague; meaning and student knowledge requirement is unclear.

**E07.C.1.1.4: Establish and maintain a formal style.**

It is not college-ready.

This is too subjective.

What does "formal" style mean? Does it mean using an established academic writing style like APA or MLA? If so, 7th grade may be too early to establish mastery of those styles of writing. If not, then what DOES it mean? Using 3rd person point of view, rather than 1st? This standard is too vague.

**E07.C.1.2.5: Establish and maintain a formal style.**

E07C114 is the same standard. Having general standards that apply to all types of writing would make more sense than repeating for each genre.

Same standard as above. Again, combine requirements for all genres rather than simply repeat.

This is too subjective.

**E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.**

E07C115 is the same standard. Having general standards that apply to all types of writing would make more sense than repeating for each genre.

Repetitive with above.

**E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.**

Narrative writing is obsolete.

It is not necessary for seventh grade student to write narratives. They will not use this later in life.

**E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

Narrative writing is not present in the workforce.

It is not necessary for seventh grade student to write narratives. This is not a skill they will use later in life.

**E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.**

It is not necessary for seventh grade students to learn how to write narratives. This is not a skill they will use later in life.

**E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

similar to other standards. Combine as to all genres of writing.

It is not necessary for seventh grade students to learn how to write narratives. This is not a skill they will use later in life.

**E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.**

Cannot simply generalize in this manner. conclusions are appropriate to style or writing - not just necessarily type.

**E07.D.1.1.1: Explain the function of phrases and clauses in general and their function in specific sentences.**

I don't feel this is necessary.

**E07.D.1.1.3: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.**

This is too high-level for seventh grade, especially considering the serious gaps in their learning.

**E07.D.1.1.4: Recognize and correct inappropriate shifts in pronoun number and person.**

My students have never been taught parts of speech because it has not been seen as "important". There are serious gaps in their learning that I won't have time to fill in addition to meeting all of the other eligible content.

**E07.D.1.1.5: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**

My students don't know parts of speech.

**E07.D.1.1.6: Recognize and correct inappropriate shifts in verb tense.**

My students don't know parts of speech.

**E07.D.1.1.9: Ensure subject-verb and pronoun-antecedent agreement.**

Repetitive-most of this is already in other standards.

**E07.D.1.2.1: <p>Use a comma to separate coordinate adjectives (e.g., <em>It was a fascinating, enjoyable movie</em> but not <em>He wore an old[,] green shirt</em>).</p>**

All comma indicators should be combined into one.

**E07.D.1.2.2: Spell correctly.**

Some learning disabled students cannot spell. Requiring this on a standardized test is discrimination.

### **E07.D.2.1.3: Maintain consistency in style and tone.**

The Eligible Content on formal style (E.1.1.5) is more important for students in their development of academic language. Including two Eligible Content requirements on tone and style is repetitive - making understanding of standards and analysis of data cumbersome.

### **E07.D.2.1.5: Choose words and phrases for effect.**

D211 already addresses this idea.

redundant with precise language indicator.

### **E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**

Repetitive of another standard.

repetitive. rewrite writing standards that they are applicable to all genres of writing.

### **E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).**

Repetitive.

### **E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**

Repetitive.

### **E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.**

Repetitive of another standard.

repetitive standard.

### **E07.E.1.1.5: Establish and maintain a formal style.**

repetitive

Repetitive of another standard.

What is a formal style to a middle school student? Many of your questions are too wordy. You need to keep them specific to the task. Do you want to know what they know and/or are able to do or do you want to know how large their vocabulary is?

### **E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.**

repetitive

Repetitive of another standard.

## **Suggested Eligible Content**

Too many grades are tested!! Try testing 3rd, 5th,& 8th at the most!!

Rhetoric and Logic standards!

The entire public school reliance on this mode of test taking is absurd. The whole system should be overhauled. Let there be great teachers again. not slaves to this absurdity.

Students in middle school should be asked to write smaller pieces instead of the essay structures since the curriculum and standards require it from them-not so much concentration on the essay and play structures. For example, kids are very proud of their ability to construct a well developed PARAGRAPH for different audiences and purposes-not essays and pages. Kids are also taught literary devices through poetry writing-they should be asked to write small poems they create with literary devices-not all multiple

choice questions based on text. The real-world and college professionals have told us these suggestions would be more relevant to their situations than what the core tests have presented to the middle school ages. Have college and professionals in the workforce come in and spoken with teachers (like in our in services), kids and individuals creating these state tests? Thank you for your time.

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## Reporting (/Admin)



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