

**Academic Language – Grade 7 (2014) for Teachers
(From SBAC Practice Test Scoring Guide 2014 for Grade 7)**

G	DOK	STD. #	Standard	Question
7	2	RI2	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.	Select the sentences that support the inference that _____. Select all that apply.
7	2	RI-2	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.	Which of the following sentences from the passage best support the conclusion that _____?
7	2	RI-4, L-4d	The student will determine the meaning of a word with multiple definitions using context clues from the text.	The word _____ has multiple meanings. What does the word _____ most likely suggest about _____?
7	3	RI-6	The student will make an inference about the author’s purpose for writing the article and support it with evidence from the text.	Which of the inferences about the author’s point of view is best supported by the text? Which sentence from the text supports your answer?
7	3	RI-5	The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.	What is the author’s most likely reason for including the _____ section in the text?
7	3	RI-5	The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.	What are the most likely reasons the author included the section _____ before the sections _____ and _____. Select two.
7	2	RL-1	The student will identify text evidence to support a given conclusion based on the text.	Which sentences from the text best support the conclusion that _____? Select all that apply.
7	2	RL-4, L-4a	The student will determine the definition of a word by using context clues.	Read the sentence from the text. Which word means the opposite of _____?
7	3	RL-3	The student will determine the author’s purpose for including specific elements in the text and support those findings with evidence from the text.	What is most likely the author’s intent by recounting the techniques _____ and _____ use to _____? Which sentence from the text best supports your answer?
7	3	RL-6	The student will form a conclusion about a literary text and identify details within the text that support that conclusion.	Click on the statement that best provides an inference about _____ that is supported by the text. Click on the sentence from the text that best supports your answer.
7	3	RL-3	The student will analyze the relationships among the characters’ interactions within the text.	Click on the statement that best explains how the characters’ interactions develop over the course of the text. Click on all of the sentences from the text that best support your answer.
7	3	RL-5	The student will determine how the setting of the text adds to the characterization.	How do the first two paragraphs add to the development of the characters in the text?
7	3	L-5	The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone.	Read the sentences from the text. Select the statement that best describes what the use of the underlined phrases _____ and _____ adds to the reader’s understanding of the text.
7	2	W-3d	The student will use information provided in a stimulus to write well-developed narratives that apply narrative techniques such as including descriptive details and sensory language that convey events/experiences	Read the draft of the story.... Choose the best sentence to add descriptive detail to paragraph two.

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7	2	W-1b	(Elaboration) The student will revise arguments by identifying best use of elaboration techniques such as e. deleting details that do not support the claim	Read the drafts from the student's letter and complete the task. Click on the two sentences that should be removed from the second paragraph because they do not support the underlined sentence.
7	1	W-3d	The student will identify and use the best concrete or sensory word or words to convey experiences or events in a text precisely in narrative writing.	Read the draft of the story.... Choose two words that best describe the underlined words.
7	2	W-2d, W-3d, L-2a, L-6	The student will identify and use the best academic or grade-level or below domain-specific (but not scientific or social studies) construct-relevant word(s)/phrase to convey the precise or intended meaning of a text especially with informational/explanatory writing.	This paragraph contains language that is not appropriate for the audience or task. Click on the three words or groups of words that are too vague or informal for a science report.
7	1	L-1a	The student will identify or edit to correct misplaced modifiers. The student will identify and/or edit for correct shifts in verb tense	Read the student's draft. Click on two sentences that contain errors in grammar usage.
7	3	SL-2, SL-3	1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.	Which statement best describes how ____ chooses a site to study? Which detail from the presentation best supports your answer?
7	3	SL-3, SL-2	4. The student will draw and/or support a conclusion based on content in a presentation.	Which conclusions are best supported by evidence from the presentation? Select two options.
7	2	SL-2, SL-3	4. The student will draw and/or support a conclusion based on content in a presentation.	Which idea is supported by the presentation?
7	2	SL-3	1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.	Which of the following best describe the purposes of the presentation? Select two options.
7	2	SL-2, SL-3	1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.	Click in the boxes next to the characteristics to show which apply to each category. Some characteristics may apply to both categories.
7	3	SL-2, SL-3	3. The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation.	Which idea from the presentation is not fully supported?
7	2	W literacy-8, W-9	The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.	Read both sources and the directions that follow. The student took notes about information in the sources. Which note correctly paraphrases, or restates, information from both sources?
7	2	W Literacy-8, W-8	The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.	The student needs to find a credible, or trustworthy, source with relevant information. Which source would most likely have credible and relevant information?
7	2	R Literacy-1, (History), W-8	The student will cite evidence to support analyses, arguments, or critiques.	The student found a trustworthy source. The student found another source. Read source 2 and click on two facts that support the author's point of view about ____ in source 1.
7	3	RH-1	The student will cite evidence to support analyses, arguments, or critiques.	Click on the boxes to show the claim(s) that each source supports. Some sources will have more than one box selected.