

EOC English I

Reading/Vocabulary Development.		
Students understand new vocabulary and use it when reading and writing. Students are expected to:		
SE	TEKS	Question Stems
D.1 B	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words	(10) Which words from paragraph 7 best help the reader understand the use of the word <i>arresting</i> ? (2013)
		(14) Which expression from paragraph 8 means “to glorify”? (2013)
		(22) Which words best help the reader understand the meaning of the word <i>russet</i> in line 8? (2013)
		(23) Which words best help the reader understand the meaning of the word <i>indistinct</i> in paragraph 4? (2014)
		(39) In paragraph 17, the word <i>contorts</i> means —(2014)
		(32) In paragraph 10, the word <i>reverie</i> means —(2015)
		(39) In paragraph 3, which word means “passed” or “slipped by”? (2015)
New TEKS	E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words	(29) In paragraph 2, the word <i>handful</i> means someone who is-- (2016)
		(24) Which word from paragraph 7 is closest in meaning to “weak”? (2017)
		(26) In paragraph 12, people who act in <i>altruistic</i> ways are— (2017)
		(39) Which word from the selection means “supporting” or “recommending”? (2017)
		(19) Which word in paragraph 3 means “given but not returned”? (2018)
		(29) Read this sentence from paragraph 11. [boxed text] This sentence helps the reader know that the word <i>pittance</i> in paragraph 2 means- (2018)
E1.1D	describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tête-à-tête, pas de deux, bon appétit, quid pro quo)	Not previously tested
New TEKS	E1.2(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo	

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<p>D.1 E</p> <p>New TEKS</p>	<p>Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</p> <p>E1.2(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary</p>	<p>(23) Read the following dictionary entry. (Insert boxed definition) Which definition most closely matches the use of the word clout in paragraph 2? (2016)</p>
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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.

SE	TEKS	Question Stems
<p>D.2</p> <p>Fig 19 B</p>	<p>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.</p>	<p>(38) A major theme explored in this play is —(2014)</p> <p>(28) Which sentence best reflects a primary theme of the selection? (2015)</p> <p>(45) This excerpt can best be described as exploring the theme of —(2015)</p> <p>(21) How does paragraph 6 contribute to the author’s message? (2017)</p> <p>(23) Paragraph 7 highlights the author’s message by suggesting that books— (2017)</p> <p>(26) What major theme is explored in the story? (2018)</p>
<p>D.2 C</p>	<p>Relate the figurative language of a literary work to its historical and cultural setting.</p>	<p>(24) One of baseball’s long-established traditions is best exemplified in the description of —(2014)</p> <p>(48) Read the sentence from paragraph 1. The author uses figurative language in this sentence to reveal that— (2016)</p> <p>(20) The author uses a simile to describe the apple in paragraph 2 to convey-- (2018)</p>

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:

SE	TEKS	Question Stems
<p>D.3</p> <p>Fig 19 B</p>	<p>Students understand, make inferences and draw conclusions</p>	<p>(23) Read the following lines from the poem [I say, “It’s Sunday, and here we are/ in the church of the out-of-</p>

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New TEKS	about the structure and elements of poetry and provide evidence from text to support their understanding	doors.”] By using this analogy, the poet emphasizes -- (2013)
	E1.4(F) make inferences and use evidence to support understanding	(25) Which line best explains why the speaker begins to speak at the end of the poem but then stops? (2013)
	E1.5(G) discuss and write about the explicit or implicit meanings of text	(27) What is the most likely reason the poet ends the first stanza after line 13? (2013)
D.3 A New TEKS	Analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	(24) Read these lines from the poem. [A clap of thunder beyond those hills. How well sound / travels over water...] The poet uses these lines to emphasize the importance of --(2013)

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:

SE	TEKS	Question Stems
D.4 Fig 19 B New TEKS	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. E1.4(F) make inferences and use evidence to support understanding E1.5(G) discuss and write about the explicit or implicit meanings of text	(43) The reader can infer that George is using the promise of letting Lennie “tend the rabbits” —(2014)
D.4 A	Explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	(40) The dialogue in paragraphs 1 and 2 establishes that the relationship between George and Lennie is most similar to —(2014) (41) Which line of dialogue provides the best evidence that Lennie has low self-esteem? (2014)

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<p>New TEKS</p>	<p>E1.7(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire</p>	<p>(42) The stage directions in paragraphs 3 and 6 provide evidence that for George, his speech about the future has become —(2014)</p>
<p>(44) The stage directions in paragraphs 5 and 7 emphasize Lennie’s —(2014)</p>		
<p>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:</p>		
SE	TEKS	Question Stems
<p>D.5 Fig 19 B</p>	<p>Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding</p> <p>E1.4(F) make inferences and use evidence to support understanding</p> <p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>(11) What is the primary purpose of paragraph 1? (2013)</p> <p>(12) Which of these is an example of irony in the story? (2013)</p> <p>(46) The details about the size of the creek in paragraph 1 are significant to the story’s plot because —(2015)</p> <p>(48) What is left unresolved at the end of the story? (2015)</p> <p>(50) The tone of the story becomes increasingly —(2015)</p> <p>(47) Which quotation follows the ultimate decision to allow the boy to use the name “Gogol” at school instead of “Nikhil”? (2016)</p> <p>(47) Which quotation provides the best evidence that the story takes place in a rural setting? (2017)</p> <p>(24) Paragraphs 7 and 8 are important to the development of the plot because they—(2018)</p>
<p>D. 5 A</p>	<p>Analyze non-linear plot development (e.g., flashbacks, foreshadowing, subplots, parallel plot structures) and compare it to linear plot development</p> <p>E1.6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development</p>	<p>(33) The author uses ellipses primarily to --(2013)</p>
<p>D.5 B</p>	<p>Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils</p>	<p>(8) The hostess can best be described as --(2013)</p> <p>(9) The American faces the challenge of --(2013)</p> <p>(30) Which sentence best supports the idea that the old couple is still in love after many years? (2013)</p> <p>(31) The narrator faces a major conflict over how to -- (2013)</p>

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New TEKS	E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	(25) Which sentence provides the strongest evidence that Jim appreciates what his uncles are doing for him? (2014)
		(27) Which line provides the best evidence that Jim has high expectations for himself? (2014)
		(28) From paragraph 5, the reader can infer that the three uncles —(2014)
		(47) From paragraphs 11 through 13, what can the reader infer about the narrator’s relationship with his father? (2015)
		(45) Read these sentences from paragraph 3. These sentences imply that Mrs. Lapidus— (2016)
		(46) In paragraph 26, Ashoke can best be described as— (2016)
		(49) The description of the setting in the last paragraph of the story suggests that Gogol will— (2016)
		(48) The dialogue in paragraph 5 reveals—(2017)
D.5 C	Analyze the way in which a work of fiction is shaped by the narrator’s point of view;	(49) The description of Aunt Jessie in paragraph 3 emphasizes that she—(2017)
		(50) Which quotation provides the best evidence of the narrator’s sensitivity? (2017)
		(52) In comparison to what the other children spend their money on at the store, the narrator’s purchase makes her seem—(2017)
		(21) Read these sentences from paragraph 4. In these sentences, the author depicts the daughter as—(2018)
		(22) Read this quotation from paragraph 4. What does this quotation reveal about the narrator’s conflict? (2018)
		(23) What do the narrator’s actions in paragraph 5 reveal about his relationship with his daughter? (2018)
		(25) Which sentence best explains the narrator’s reluctance to buy the American apples? (2018)
		(49) Which sentence best describes how the author uses point of view in the selection? (2015)
		(46) The story is told from the perspective of – (2017)
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 respond by providing evidence from text to support their understanding.		
SE	TEKS	Question Stems
D.6 Fig. 19B	Students understand, make inferences and draw conclusions about varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding.	(43) What did young Skippy Oglesby and the author’s father have in common? (2016)
		(22) What is the author’s tone in this essay? (2017)
		(28) Paragraph 4 is significant because it highlights the – (2018)
		(31) Which quotation best conveys the author’s message?

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		(2018) (32) The description of the grandfather in paragraph 12 implies that he— (2018)
D.6 A	Analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	(29) The figurative language in paragraph 2 suggests that for the narrator the boxwood bushes are a symbol of — (2015)
		(30) The tone of the passage can best be described as — (2015)
		(31) Based on how the narrator describes her childhood, readers can conclude that she —(2015)
		(33) In paragraph 12, the narrator’s father is portrayed as (2015)
		(40) Read the following quotation from paragraph 8. [“Why didn’t this look too good to be true? I guess because I was fourteen.”] In these sentences, Skippy Oglesby suggests that as a teenager-- (2016)
		(42) By asking a series of questions in Paragraph 12, the author emphasizes his— (2016)
		(44) In paragraphs 1 and 15, the author shows— (2016)
		(19) The author uses descriptive examples in paragraph 4 to – (2017)
		(20) The author uses similes at the end of paragraph 3 to highlight— (2017)
		(25) Read this sentence from paragraph 5. [boxed text] The author uses a metaphor in this sentence to— (2017)

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:

SE	TEKS	Question Stems
D.7 Fig 19 B	Explain the role of irony, sarcasm, and paradox in literary works	(26) What does the poet mean by the lines “suddenly everything is a metaphor for how/short a time we are granted on earth”? (2013)
		(29) In paragraph 6, what is the effect of the author’s use of figurative language? (2013)
		(26) Read the following from paragraph 8. Why does the author use personification in this quotation? (2014)
		(41) Which paragraph from the selection provides imagery that gives a sense of the father’s personality? (2016)
New TEKS	E1.4(F) make inferences and use evidence to support understanding	
	E1.5(G) discuss and write about the explicit or implicit meanings of text	

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<p>D. 7A</p> <p>New TEKS</p>	<p>Explain the role of irony, sarcasm, and paradox in literary works</p> <p>E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes</p>	<p>(50) The description of Mrs. Lapidus and Gogol in paragraph 3 create a contrast between a – (2016)</p> <p>(51) In paragraph 2, the “first frost” represents— (2017)</p> <p>(27) The author compares the pieces of her grandfather’s collection to “dear old friends” in paragraph 2 to suggest that the grandfather—(2018)</p> <p>(33) What does the act of buying and selling the gold nugget represent? (2018)</p> <p>(30) Read this quote from paragraph 12. [boxed text] How is irony demonstrated in this quotation? (2018)</p>
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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:

SE	TEKS	Question Stems
<p>D.8 A</p> <p>New TEKS</p>	<p>Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose</p> <p>E1.7(D) analyze characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion</p>	<p>(1) Nirmal Jindal believes that the purpose of Gupta’s airplane is to --(2013)</p> <p>(17) The author includes the information in paragraph 4 to --(2013)</p> <p>(18) According to the selection, why was it not surprising that younger athletes were the first to use the Fosbury Flop? (2013)</p> <p>(29) The author’s purpose for writing this selection is to — (2014)</p> <p>(48) In which line from the article does the author reveal how she would like others to respond to her lack of hearing? (2014)</p> <p>(38) What is the primary purpose of the article? (2015)</p> <p>(27) According to the author, Pat Summitt learned important lessons about how to face difficult circumstances from her time spent— (2016)</p> <p>(28) Tara VanDerveer thinks Pat Summitt is equipped to handle her illness because of-- (2016)</p>

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		(30) The selection is mainly about-- (2016) (30) Which sentence best states the main idea of the selection? (2017) (43) Which quotation best supports the main idea of the selection? (2017)
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:		
SE	TEKS	Question Stems
D.9 A New TEKS	Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion E1.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(6) What is the best summary of the selection? (2013)
		(43) Which of these is the best summary of the article? (2015)
		(26) Which of these best summarizes the article? (2016)
D.9 B New TEKS	Differentiate between opinions that are substantiated and unsubstantiated in the text; E1.7(D) analyze characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion	(30) The author includes the quotation in paragraph 16 primarily to substantiate the opinion that —(2014)
		(42) Why does the author say that yawning “isn’t a very big problem”? (2015)
D.9 C New TEKS	Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns E1.7(D) analyze characteristics and structural elements of informational texts such as: (ii) multiple organizational patterns within a text to develop the thesis E1.8(B) analyze use of text structure to achieve the author's purpose	(2) Why does the author use sentence fragments to begin the article? (2013)
		(3) The author includes quotations from Gupta primarily to --(2013)
		(4) In which line does the author use figurative language to explain why people participate in the simulation? (2013)
		(5) The first and last paragraphs offer which contradictory opinions? (2013)
		(15) Why does the author include details about the “scissors” style of high jumping? (2013)
		(16) What can the reader conclude from paragraph 5? (2013)
		(19) The author organizes the selection by --(2013)
		(20) The author ends the selection with information about Fosbury’s later life in order to show --(2013)
(31) From paragraph 9, the reader can infer that Crystal was —(2014)		

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		<p>(32) Which line provides the strongest evidence that Crystal gained the trust of his childhood hero? (2014)</p> <p>(40) Which line suggests that seeing someone else yawn is not the only way to experience contagious yawning? (2015)</p> <p>(41) The author uses an aside in paragraph 3 to —(2015)</p> <p>(24) Read this sentence from paragraph 16. (<i>And she became an ambassador as much as coach, allowing television cameras into the locker room, willing play almost any team on almost any court</i>) In this sentence, the author is trying to show that Summitt— (2016)</p> <p>(25) What does the author end the article with a quotation? (2016)</p> <p>(27) By discussing the various people who use Little Free Libraries, the author—(2017)</p> <p>(28) In cultures around the world, the Little Free Libraries are—(2017)</p> <p>(29) From Paragraph 14, the reader can infer that the author—(2017)</p> <p>(31) the author uses parentheses in paragraphs 10 and 14 to —(2017)</p> <p>(33) The author organizes the selection by—(2017)</p>
E1.9D	<p>E1.9(D) SUPPORTING STANDARD synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence</p> <p>New TEKS</p> <p>E1.4(A) establish purpose for reading assigned and self-selected texts</p> <p>E1.4(E) make connections to personal experiences, ideas in other texts, and society</p>	Not previously tested
<p>Reading/Comprehension of Informational Text/Persuasive Text</p> <p>Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>		
SE	TEKS	Question Stems

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<p>D. 10 Fig 19 B</p>	<p>Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.</p>	<p>(45) Why does the author use sensory images in paragraph 3? (2014)</p> <p>(46) In which line does the author use alliteration to support the primary message of the selection? (2014)</p> <p>(50) Why does the author conclude the article by addressing the reader directly? (2014)</p> <p>(32) Which line demonstrates the author’s realization that she may have overestimated her abilities? (2016)</p> <p>(42) In paragraph 11, the author uses personification to show that the computer— (2017)</p> <p>(44) The author’s position about the Internet is that— (2017)</p>
<p>D.10 A</p>	<p>Analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience;</p>	<p>(47) Read this sentence from paragraph 15. The author makes this statement to suggest that —(2014)</p> <p>(49) In paragraph 9, the author suggests that when she started using a hearing aid, she —(2014)</p> <p>(23) Read this sentence from paragraph 4. [I always knew when she was making something, because she would be singing or humming.] How is this sentence significant to the author’s central argument? (2015)</p> <p>(24) Which sentence best describes the author’s attitude toward art? (2015)</p> <p>(25) The author supports his argument primarily with evidence drawn from —(2015)</p> <p>(26) The author tells the story of painting the Baskin-Robbins windows in order to support his belief that — (2015)</p> <p>(31) Read this sentence from paragraph 3. [<i>One honest glance told me that only by unglamorous hard work over quite a few years would this gangling, unsure Arkansas girl be transformed into my dream of a fine actress</i>] In this sentence, the author admits that – (2016)</p> <p>(33) In paragraph 2, the author suggests that—(2016)</p> <p>(40) What evidence does the author provide to support the claims he makes in paragraphs 5 through 7? (2017)</p> <p>(45) In the article, paragraph 15 functions as – (2017)</p>

Reading/Comprehension of Informational Text/Procedural Text.

Students understand how to glean and use information in procedural texts and documents. Students are expected to:

SE	TEKS	Question Stems
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D. 11 Fig 19B	Make complex inferences about text and use textual evidence to support understanding by understanding how to glean and use information in procedural texts and documents.	Which inference about Little Free Libraries from the article does the map support? (2017)
D. 11 A	Analyze the clarity of the objective(s) of procedural texts (e.g., consider reading instructions for software, warranties, consumer publications)	(44) Which of the following statements best characterizes the objective of the boxed information about yawning? (2015)
		(21) The primary purpose of the series of drawings is to help the reader --(2013)
D.11 B	Analyze factual, quantitative, or technical data presented in multiple graphical sources	(7) What is the primary purpose of the map? (2013)

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:

SE	TEKS	Question Stems
D. 12 Fig 19 B	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.	(13) The books recommended on the website all relate to which aspect of “The Dinner Party”? (2013)
		(33) What is the purpose of the photo diagram of Mickey Mantle’s two home runs? (2014)
		(27) The author of the boxed information about Walker most likely chose to use the word “abounds” in the title because Walker —(2015)
		(29) What is the primary purpose of the photos of Pat Summitt? (2016)
		(34) The title of the boxed information, “A Dream Realized,” best reflects the juxtaposition of which two concepts? (2016)
		(41) Why is a cartoon an effective accompaniment to the selection? (2017)

Reading/Comprehension Skills (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. The student is expected to:

SE	TEKS	Question Stems
Fig 19 B	Make complex inferences about text and use textual evidence to support understanding	SAQ: After reading “Postcard: new Delhi,” do you think Gupta’s modified airplane is a good idea? Explain your answer and support it with evidence from the selection. (2013)

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<p>New TEKS</p>	<p>E1.4(F) make inferences and use evidence to support understanding</p> <p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>(34) Which quotation from “I Wish I Was a Poet” best reflects the speaker’s overall experience in “Sunday Morning Early”? (2013)</p> <p>(35) Which two actions in the selections have a similar meaning? (2013)</p> <p>(36) What is one difference between the speaker of “Sunday Morning Early” and the narrator of “I Wish I was a Poet”? (2013)</p> <p>(37) The mood of both selections is --(2013)</p> <p>(38) What do the daughter in “Sunday Morning Early” and Marge in “I Wish I Was a Poet” have in common? (2013)</p> <p>SAQ: What message do you think the speaker in “Sunday Morning Early” and the narrator of “I Wish I Was a Poet” are trying to convey? Explain your answer and support it with evidence from both selections. (2013)</p> <p>(34) While “A Crystal-Clear Love Affair” focuses on a man who is a celebrity, “Jim at Bat” focuses on a boy who is — (2014)</p> <p>(35) Read these quotations. Which of these best describes the difference in tone between the two quotations? (2014)</p> <p>(36) Both selections explore the theme of baseball — (2014)</p> <p>(37) Which element is the same for both selections? (2014)</p> <p>SAQ: What is one similarity between the boy in “Jim at Bat” and Billy Crystal in “A Crystal-Clear Love Affair”? Explain your answer and support it with evidence from both selections. (2014)</p> <p>SAQ: After reading “Hearing the Sweetest Songs,” do you think the author considers herself disabled? Explain your answer and support it with evidence from the selection. (2014)</p>
		<p>(34) Read these quotations.</p> <p>[I believe that the highest quality of life is full of art and creative expression and that all people deserve it.] -<i>Creative Solutions to Life’s Challenges</i></p> <p>[After supper sometimes we’d walk out to a neighbor’s house, or else we’d just sit and talk or play the hand-cranked Victrola.] -<i>Back Home</i></p> <p>Which sentence best describes the difference in tone between the two quotations? (2015)</p>

		<p>(35) As children, the authors of both selections had — (2015)</p>
		<p>(36) Unlike the author of “Creative Solutions to Life’s Challenges,” the author of “Back Home” grew up — (2015)</p>
		<p>(37) What does food represent in the two selections? (2015)</p>
		<p>SAQ: In “Creative Solutions to Life’s Challenges” and “Back Home,” what made the authors happy as children? Explain your answer and support it with evidence from both selections. (2015)</p>
		<p>SAQ: In the excerpt from Emory’s Gift, what does the narrator learn about himself? Explain your answer and support it with evidence from the selection. (2015)</p>
		<p>(35) Which sentence from “No Dream Is Impossible” connects most closely to a central idea from “A history of Fearlessness”? (2016)</p>
		<p>(36) Unlike Julie Adams in “No Dream Is Impossible,” Pat Summitt in “A History of Fearlessness” is known for— (2016)</p>
		<p>(37) Which sentence states how the authors of each selection support their ideas? (2016)</p>
		<p>(38) How are Pat Summitt’s father in “A History of Fearlessness” and Julie Adam’s inner voice in “No Dream Is Impossible” similar? (2016)</p>
		<p>SAQ: What is one similarity between Pat Summit in “A History of Fearlessness” and Julie Adams in “No Dream Is Impossible”? Explain your answer and support it with evidence from both selections.</p>
		<p>SAQ: In the excerpt from <i>The Namesake</i>, what is Gogol’s primary conflict? Explain your answer and support it with evidence from the selection. (2016)</p>
		<p>(34) Read these quotations from the two selections. BOTH of these quotations support the idea that people value—(2017)</p>
		<p>(35) Read this sentence from paragraph 2 of “Hunger for Books.” [quotation]</p>

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	Which quotation from “The Low-Tech Appeal of Little Free Libraries expresses a similar sentiment? (2017)
	(36) Both the traditional libraries described in “Hunger for Books” and the Little Free Libraries in the other article are described as— (2017)
	(37) Which quotation from “The Low-Tech Appeal of Little Free Libraries” best supports the message of “Hunger for Books”? (2017)
	(38) While “Hunger for Books” emphasizes the personal experience of reading, “The Low-Tech Appeal of Little Free Libraries” – (2017)
	(34) Which quotation from “American Apple” best reflects an experience similar to that of the grandfather in the excerpt from <i>Bend, Not Break: A Life in Two Worlds</i> ? (2018)
	(35) What is the difference in the way China is described in the two selections? (2018)
	(36) Which statement explains the difference between the apples in “American Apple” and the grandfather’s collection in the excerpt from <i>Bend, Not Break: A Life in Two Worlds</i> ? (2018)
	(37) Which statement best describes a difference between the two selections? (2018)
	(38) What is one idea explored in both “American Apple and the excerpt from <i>Bend, Not Break: A Life in Two Worlds</i> ? (2018)

Writing/Writing Process.

Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

SE	TEKS	Question Stems
D. 13 C	Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience and genre have been addressed	(1) What is the most effective revision to make in sentence 3? (2013)
		(5) Leah has not used the best choice of words in sentence 18. What change should she make? [change promotion to performance] (2013)
		(6) What is the most effective way to combine sentences 6 and 7? (2013)
		(8) What is the most effective revision to make in sentence 16? (2013)

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<p>New TEKS</p>	<p>E1.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses</p>	<p>(9) Gina did not use an effective transition to help the reader move from sentence 22 to sentence 23. Which transition word or phrase should replace <i>In other words</i>? (2013)</p> <p>(11) The meaning of sentence 3 is not clear. Adam can help clarify what he is trying to say in this sentence by replacing the pronoun <i>they</i> with --(2013)</p> <p>(12) What is the most effective way to revise sentence 7? (2013)</p> <p>(2) What is the most effective way to combine sentences 10 and 11? (2014)</p> <p>(3) Damian would like to use a more appropriate transition in sentence 14. Which of the following is the best replacement for Therefore? (2014)</p> <p>(4) What is the most effective way to revise sentence 21? (2014)</p> <p>(5) The meaning of sentence 23 is unclear. What is the most effective way to clarify the meaning of this sentence?(2014)</p> <p>(10) Katy wants to use a more appropriate word than questions in sentence 23. Which of these could best replace the word questions?(2014)</p> <p>(1) What is the most effective way to revise sentence 2? (2015)</p> <p>(2) What is the most effective way to combine sentences 7 and 8? (2015)</p>
		<p>(4) What is the most effective transition to add to the beginning of sentence 18? (2015)</p> <p>(10) The meaning of sentence 22 is unclear. What is the most effective way to clarify the meaning of this sentence? (2015)</p> <p>(11) What is the most effective way to revise sentence 26? (2015)</p> <p>(3) What is the most effective way to combine sentences 12 and 13? (2016)</p> <p>(4) The word <i>opposed</i> is not the best choice for sentence 19. Which word should replace <i>opposed</i> in this sentence? (2016)</p> <p>(5) What is the most effective revision to make in sentence 20? (2016)</p>

		<p>(6) There is a redundant sentence in the third paragraph (sentences 11-21). Which of these sentences unnecessarily repeats information and should be deleted? (2016)</p>
		<p>(7) Simon has used an ineffective transition in sentence 3. Which word or phrase could best replace On the other hand in this sentence? (2016)</p>
		<p>(2) Tracy has used an ineffective transition in sentence 10. Which word or phrase could best replace In the end in this sentence? (2017)</p>
		<p>(3) What is the most effective way to combine sentences 16 and 16? (2017)</p>
		<p>(5) Tracy has included a redundant sentence in the last paragraph (sentences 18-23). Which sentence should be deleted from this paragraph? (2017)</p>
		<p>(7) What is the most effective revision to make in sentence 14? (2017)</p>
		<p>(9) The meaning of sentence 24 is unclear. The clarity of this sentence can be improved by changing They to— (2017)</p>
<p>D.13 D</p> <p>New TEKS</p>	<p>Edit drafts for grammar, mechanics, and spelling</p> <p>E1.9(D) edit drafts using standard English conventions, including: (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments</p>	<p>(19) What change, if any, is needed in sentence 16? [change it to them] (2013)</p> <p>(20) What change, if any, needs to be made in sentence 24? [Change then to than] (2013)</p> <p>(23) What change, if any, should be made in sentence 1? [change natural to naturally] (2013)</p> <p>(13) What change is needed in sentence 9? [Change to old to too old] (2014)</p> <p>(20) What change needs to be made in sentence 15? [Change it to them] (2014)</p> <p>(22) What change needs to be made in sentence 21? [Change affects to effects] (2014)</p> <p>(12) What change should be made in sentence 2? (2015)</p> <p>(16) What change should be made in sentence 29? (2015)</p> <p>(18) How should sentence 8 be changed? (2015)</p> <p>(14) How should sentence 12 be changed? [Change it to them] (2016)</p>

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		(20) How should sentence 38 be changed? [Change advise to advice] (2016)
		(22) What change, if any, should be made in sentence 53? [Change past to passed] (2016)
		(10) What change, if any, should be made in sentence 2? (2017) [change hardly to really]
		(14) What change, if any, should be made in sentence 2? (2017) [change your to you're]

Writing/Literary Texts.

(Grades K–8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: (Courses Eng. I–IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

SE	TEKS	Question Stems
D.14 A	Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot	Prompt: Write a story about taking care of something or someone. (2013)

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:

SE	TEKS	Question Stems
D. 15 A	Write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences	(7) The third paragraph (sentences 14-18) starts abruptly. Which sentence could be added before sentence 14 to best introduce the ideas presented in this paragraph? (2013)
		(10) Which sentence could best be added after sentence 24 to support the idea expressed in this sentence? (2013)
		Prompt: Write an essay explaining why it is sometimes necessary to take a chance. (2013)
		(7) Katy wants to create a more effective thesis statement for her paper. Which of the following could replace sentence 4 and more accurately convey the thesis of this paper?(2014)
		(8) Katy’s transition from the second paragraph (sentences 5–9) to the third paragraph (sentences 10–14) is weak.

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<p>New TEKS</p>	<p>E1.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft</p>	<p>Which of the following could best replace sentence 10 and provide a more effective transition between these two paragraphs? (2014)</p> <p>(9) Katy realizes that she left the following detail out of the fourth paragraph (sentences 15–22). Where is the most effective place to insert this sentence?(2014)</p> <p>(11) Katy would like to add a quotation to the end of her paper to directly support the idea expressed in sentence 28. Which of the following could best follow and support sentence 28?(2014)</p> <p>PROMPT: Write an essay explaining whether failure can strengthen a person. (2014)</p> <p>(3) Danny would like to add the following detail to the second paragraph (sentences 6–16). [He was a top-ten runner on the track and cross country teams at Copper Hills High School.] Where is the most effective place to insert this sentence? (2015)</p> <p>(5) Danny would like to add a relevant quotation to the end of the third paragraph (sentences 17–22). Which of the following could best follow sentence 22 and help support the ideas in this paragraph? (2015)</p> <p>(6) Danny ended his paper abruptly. Which sentence could be added after sentence 32 to bring this paper to a more effective close? (2015)</p> <p>(7) Julio did not write an effective thesis for this paper. He would like to delete sentences 4 and 5 and replace them with two sentences that better articulate his thesis. Which of the following should he use? (2015)</p> <p>(8) Julio’s transition from the second paragraph sentences 6–13) to the third paragraph (sentences 14–18) is weak. Which of the following could best replace sentence 14 and provide a more effective transition between these two paragraphs? (2015)</p>
<p>D. 15 A</p>		<p>(9) Which sentence can Julio add after sentence 17 to provide additional support for the ideas presented in the third paragraph (sentences 14–18)? (2015)</p> <p>PROMPT: Write an essay explaining how actions can be more powerful than words. (2015)</p> <p>(1) Alicia has not provided a thesis for her paper. Which of the following should come after sentence 4 to serve as a thesis statement for this paper? (2016)</p>

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		(2) Alicia needs to add the following detail to the second paragraph (sentences 5-10). (2016) PROMPT: Write an essay explaining your definition of a true friendship. (2016)
		(6) Fatima realizes she has offered a weak thesis in this paper. Which of the following could replace sentences 1 and 2 and provide a more effective thesis statement for Fatima’s paper? (2017)
		(8) Which of these details could best follow and support sentence 22? (2017)
		PROMPT: Write an essay explaining one way that people can work together to make a difference.
Writing/Persuasive Texts. (Grades 2–6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7–8) 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: (Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:		
SE	TEKS	Question Stems
D. 16 A	A clear thesis or position based on logical reasons supported by precise and relevant evidence	(3) Leah wants to add some detail to the idea she expressed in sentence 10. Which of these sentences could best follow and support sentence 10? (2013)
New TEKS	E1.10(C) compose argumentative texts using genre characteristics and craft	(15) How can Adam revise sentence 25 to more clearly emphasize the thesis of his paper? (2013)
		(1) Damian has not effectively stated the position he is taking in this paper. Which of the following could best replace sentence 7 and provide a stronger position statement for Damian’s paper? (2014)
		(8) Simon’s paper needs a position statement. Which of these sentences could best follow sentence 7 and state the position that Simon is taking in this paper? (2016)
		(9) Which of these sentences could best follow and support sentence 13? (2016)
		(1) Tracy’s Paper needs a stronger position statement. Which of the following could best replace sentence 5 and

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		more effectively state the position Tracy is taking in this paper? (2017)
D. 16 C New TEKS	Counter-arguments based on evidence to anticipate and address objections E1.10(C) compose argumentative texts using genre characteristics and craft	(10) Simon needs to respond to an argument that people will make. Which of the following could come after sentence 32 and best accomplish this goal? (2016)
D. 16 D New TEKS	An organizing structure appropriate to the purpose, audience, and context E1.10(C) compose argumentative texts using genre characteristics and craft	(2) Leah wants to add the following idea to the second paragraph (sentence 4-9). [<i>Some resort to the faster a la carte line to grab chips and a drink; others skip lunch altogether</i>] Reread the paragraph carefully. Where is the most effective place to add this sentence? (2013)
		(13) Adam wants to improve the transition from the third paragraph (sentences 11-18) to the fourth paragraph (sentences 19-23). How can Adam revise sentence 19 to provide a more effective transition? (2013)
		(14) Adam would like to add the following detail to the fourth paragraph (sentences 19-23). [<i>Customers bring their own reusable bags to carry their fresh food home.</i>] Where should he insert this sentence? (2013)
		(6) Damian needs a stronger closing for his paper. Which sentences should he add after sentence 28 to bring his paper to a more effective conclusion? (2014)
		(11) Simon needs a sentence to help close his paper. Which sentence could be added to the very end of this paper to help bring it to an effective conclusion? (2016)
		(4) Tracy would like to add the following detail to the fourth paragraph (sentences 13-17) “This makes traveling longer distances in an electric car quite inconvenient.” Where should this sentence be inserted? (2017)
D. 16 E New TEKS	An analysis of the relative value of specific data, facts, and ideas E1.10(C) compose argumentative texts using genre characteristics and craft	(4) Leah would like to provide some strong evidence to support the ideas she is proposing the third paragraph (sentences 10-14). Read the following quotations and analyze the information presented in each. Which quotation would be best to insert after sentence 13 to add credibility to the ideas in this paragraph? (2013)

Oral and Written Conventions/Conventions.

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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:

SE	TEKS	Question Stems
D. 17 A	<p>Use and understand the function of the following parts of speech in the context of reading, writing, and speaking</p> <p>(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles)</p> <p>(ii) restrictive and nonrestrictive relative clauses</p> <p>(iii) reciprocal pronouns (e.g., each other, one another)</p> <p>New TEKS</p> <p>E1.9(D) edit drafts using standard English conventions, including: (ii) consistent, appropriate use of verb tense and active and passive voice</p> <p>E1.9(D) edit drafts using standard English conventions, including: (iii) pronoun-antecedent agreement</p>	<p>(21) What change should be made in sentence 26? [change took to taken] (2013)</p> <p>(16) What change should be made in sentence 31? [Change became to become] (2014)</p>
D. 17 C	<p>Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)</p> <p>New TEKS</p> <p>E1.9(D) edit drafts using standard English conventions, including: (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments</p>	<p>(18) What is the correct way to write sentences 10 and 11? (2013)</p> <p>(22) What is the correct way to write sentence 29? (2013)</p> <p>(25) What is the correct way to write sentence 5? [sentence 5 is correct in the paper] (2013)</p> <p>(26) What is the correct way to write sentence 11? (2013)</p> <p>(14) What is the correct way to write sentence 13? (2014)</p> <p>(21) What is the correct way to write sentences 18 and 19? (2014)</p> <p>(14) What is the correct way to write sentences 17 and 18? (2015)</p> <p>(19) What is the correct way to write sentences 15 and 16? (2015)</p> <p>(20) What is the correct way to write sentence 21? (2015)</p> <p>(16) What is the correct way to write sentence 24? [punctuation/dividing into two sentences] (2016)</p> <p>(21) What is the correct way to write sentence 45? [Changing run-on sentence by use of appositive] (2016)</p>

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		(12) What is the correct way to write sentences 23 and 24? [combining subordinate clause with independent clause] (2017)
		(18) What is the correct way to write sentence 26? [correct use of a semicolon] (2017)
Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. (Grades 6–7 and Courses Eng. I–IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (Grade 8) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:		
SE	TEKS	Question Stems
D.18 A New TEKS	Use conventions of capitalization E1.9(D) edit drafts using standard English conventions, including: (iv) correct capitalization	(29) What change, if any, should be made in sentence 20? [change But to but] (2013)
		(17) How should sentence 4 be changed? [Change Coral Reefs to coral reefs] (2014)
		(13) What change, if any, should be made in sentence 30? [Oasis to oasis] (2017)
D. 18 B New TEKS	Use correct punctuation marks, including: (i) quotation marks to indicate sarcasm or irony (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions (iii) dashes to emphasize parenthetical information E1.9(D) edit drafts using standard English conventions, including: (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(16) What change, if any, should be made in sentence 4? [change creep’s to creeps] (2013)
		(17) What change, if any, should be made in sentence 9? [insert a comma after contacts] (2013)
		(28) What change, if any, should be made in sentence 15? (2013) [change the comma to a semicolon]
		(30) What change should be made in sentence 21? [insert a comma after difficult] (2013)
		(15) What change, if any, needs to be made in sentence 27? [No change needs to be made.] (2014)
		(18) What change needs to be made in sentence 7?[Insert a comma after hold] (2014)
		(15) What change needs to be made in sentence 21? [Delete the comma after sewers] (2015)
		(17) What change needs to be made in sentence 6? [Change thank’s to thanks] (2015)
		(21) What change needs to be made in sentence 24? [Insert a comma after organization] (2015)
		(12) What change should be made in sentence 2? [Delete a comma after brother] (2016)
		(13) What change needs to be made in sentence 5?

