

8th Grade STAAR Reading | 2013 -2018

Reading/Vocabulary Development.		
Students understand new vocabulary and use it when reading and writing. Students are expected to:		
SE	TEKS	Question Stems
8.2 A	Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	(25) What does the word <u>alumni</u> mean in paragraph 7? (2013) (32) In paragraph 1, the word <u>intimidating</u> means --(2013) (38) Because the Latin root <i>tangere</i> means “to touch,” the reader can tell that the word <u>intangible</u> in paragraph 7 refers to something that —(2014)
8.2C	New TEKS (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, and/mend, and duc.	(49) The Latin word expedire, meaning “to be useful,” helps the reader understand that the word <u>expediency</u> in paragraph 5 means — (2015) (50) Originating from the word <i>exponere</i> , meaning “to explain the word <u>expound</u> in paragraph 44 means to — (2016) (16) Read the origin of the word <u>superficial</u> . Based on this information, what is the meaning of the word <u>superficial</u> in paragraph 8? (2017) (21) Read this information about the origin of the word perennial. This information helps the reader determine that the word perennial in line 9 means—(2018)
8.2 B	Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings	(19) In paragraph 11, the word <u>logistics</u> means the -(2013) (44) Which words from paragraph 2, help the reader understand what <u>opted</u> means? (2013) (49) In paragraph 5, the word <u>sophisticated</u> means -- (2013) (3) In paragraph 41, the reader can tell that something that <u>takes precedence</u> is —(2014)
8.2B	New TEKS (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words;	(12) What do the words <u>came to fruition</u> mean in paragraph 2? (2014) (18) In paragraph 16, the word <u>nonchalantly</u> means — (2014) (34) What does the word <u>constructive</u> mean in paragraph 7? (2014) (26) Which words from paragraph 6 help the reader understand the meaning of <u>prescribed</u> ? (2015) (32) The word <u>misgivings</u> in paragraph 3 means —(2015) (41) In paragraph 10, the word <u>ominously</u> means —(2015) (27) The word <u>justify</u> in paragraph 2 means to – (39) What does the word <u>erroneous</u> mean in paragraph 4? (2016)

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		(1) Which words from paragraph 9 help the reader understand the meaning of <u>instinctive</u> ? (2017)
		(24) Which words from paragraph 2 help the reader understand what <u>scant</u> means? (2017)
		(39) In paragraph 5, the phrase <u>privy to</u> means – (2017)
		(16) Which phrase from paragraph 1 best serves as an antonym context clue for the word <u>refined</u> ? (2018)
8.2 E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	(2) Read the following dictionary entry. Which definition most closely matches the meaning of <u>surveyed</u> as it is used in paragraph 2? (2015)
8.2A	New TEKS (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	(6) Read the dictionary entry. Which definition most closely matches the way the word <u>nice</u> is used in paragraph 11? (2016)
		(20) Read this dictionary entry. Which definition best matches the way the word <u>due</u> is used in paragraph 2? (2016)
		Read the following dictionary entry. Which definition best matches the way the word <u>stretch</u> is used in paragraph 9? (2018)
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. Students are expected to:		
SE	TEKS	Question Stems
8.3 Fig 19 D	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.	(2) Which statement best expresses the main theme of the excerpt? (2013)
		(33) Which lines from the poem reflect a lesson that the speaker learns? (2013)
		(5) Based on the story, what can the reader conclude about homestead laws in the early 1900s? (2014)
		(48) The reader can best identify this selection as a memoir because it —(2014)
8.5F	(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen	(48) What is the central message presented in the play? (2016)
		(4) Through the narrator’s experience, the author explores the idea of – (2017)
		(6) What is the main theme of the selection? (2018)

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8.6C & G	<p>comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</p> <p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;</p>	
8.3C	<p>Explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.</p>	(9) The historical context of this excerpt emphasizes the idea that people in the early 1900s often relied on – (2017)
8.7D	<p>New TEKS</p> <p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (D) explain how the setting influences the values and beliefs of characters.</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
8.4 Fig 19 D	Students understand, make inferences and draw conclusions about the structure and elements of	(11) How are the train and the speaker similar? (2013)
		(12) Which line from the poem best expresses the speaker’s sense of dread? (2013)

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<p>8.5F</p> <p>8.6C & G</p>	<p>poetry and provide evidence from text to support their understanding.</p> <p>New TEKS</p> <p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</p> <p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;</p>	(15) Dividing the poem into two stanzas allows the poet to-- (2013)
		(16) The train is important to the poem because it represents --(2013)
		(17) The poet likely intends for the last two lines to express the speaker's --(2013)
		(34) In the poem, the speaker's mood changes from -- (2013)
		(37) Based on the last stanza, the reader can conclude that the speaker --(2013)
		(24) What does line 6 suggest about the "whorls," "whirls," and "wheels" on the pad of the speaker's thumb? (2014)
		(15) Read lines 11 and 12 from the poem. Why does the poet compare space travelers to the early settlers of America? (2015)
		(16) What does the final stanza of the poem suggest about the future? (2015)
		(17) Read these lines from the poem. The progression from "wayfarers" to "spacefarers" demonstrates that people —(2015)
		(18) What do the descriptions of the future throughout the poem suggest about the speaker? (2015)
		(10) Which words from the poem show that the speaker is unsympathetic to the dog's wish? (2017)
		(11) In the first stanza, the poet uses the words "Over the years" and "From thousands of walks" to – (2017)
		(13) In contrast to line 10, the last line of the poem show that the dog now feels – (2017)
		(14) In lines 20 through 22, the speaker observes that the dog wants to –(2017)
(24) The poet uses present tense throughout the poem to convey that—(2018)		
(25) Based on the details in the poem, the reader can conclude that Mother—(2018)		
<p>8.4 A</p>	<p>Compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).</p>	(22) The repetition of the words "my" and "my own" emphasizes the speaker's desire to —(2014)
		(23) The poet chose an irregular and unpredictable rhyme scheme most likely to —(2014)
<p>8.8B</p>	<p>New TEKS</p>	

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	<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;</p>	
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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
8.5 Fig 19 D	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	(44) Which event during the debate does the playwright include to create humor? (2016) (51) Which line from paragraph 27 helps portray Kyli as dramatic? (2016)
8.5F	<p>New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</p>	
8.6C & G	<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text</p>	

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	evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;	
8.5A	Analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	(46) What do paragraphs 27 and 46 suggest about Kyli? (2016)
8.8C	New TEKS (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (C) analyze how playwrights develop dramatic action through the use of acts and scenes;	(47) The stage directions in paragraph 30 indicate that Mark is – (2016)
		(49) Read paragraph 51. What does the dialogue convey about Mark’s attitude toward Christy? (2016)
		(52) Karl’s dialogue in the play show that his feelings about the election change from – (2016)

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:

SE	TEKS	Question Stems
8.6 Fig 19 D	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	(6) Which sentence best explains why Lola is surprised by Ella’s actions? (2013)
		(9) Which statement best expresses the main conflict in the excerpt? (2013)
8.5F	New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;	(6) The narrator describes his mule ride to school in a way that shows his –(2015)
		(7) Which sentence best illustrates the narrator’s commitment to his project? (2015)
		(9) When the narrator explains how he completed his project, his classmates’ response shows that they –(2015)
		(8) For Byrd, going to Sweetwater most likely represents – (2016)
		(10) The final sentence of the excerpt suggests that Byrd most likely feels – (2016)
		(19) Based on Noah’s conversation with his mother in paragraphs 3 through 7, the reader can conclude that – (2016)

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<p>8.6C & G</p>	<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;</p>	<p>(18) In paragraph 5, Anthony chooses not to mention the read-made pesto most likely because he—(2018) (20) What can the reader conclude about Grandpa from his actions in the story? (2018) (40) Coach Wilson calls Teresa’s mother before the tryout most likely to -- (2018)</p>
<p>8.6 Fig 19 E</p> <p>8.6D</p>	<p>Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p> <p>New TEKS (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p>(7) Which of these is the best summary of the excerpt? (2014) (9) What is the best summary of the excerpt? (2016) (7) What is the best summary of paragraphs 5 through 9? (2017)</p>
<p>8.6 A</p> <p>8.7C</p>	<p>Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved</p> <p>New TEKS (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across</p>	<p>(4) The author included paragraph 15 in order to --(2013) (8) Which event triggers the main problem in the excerpt? (2013) (4) Paragraphs 8 through 10 help build tension in the story by —(2014) (6) Paragraph 32 is important to the story because it — (2014) (8) Which of these best demonstrates the moment when Traft Martin realizes he will lose the hearing? (2014) (20) The story reaches its climax when —(2014) (3) In paragraphs 7 through 10, why is the father’s response to the narrator’s plan important to the excerpt? (2015)</p>

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	<p>increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development;</p>	<p>(10) The father’s work schedule contributes to the development of the plot because it —(2015)</p> <p>(1) Which event from the excerpt suggests that Byrd will resolve her conflict? (2016)</p> <p>(3) The author builds tension at the beginning of the excerpt by – (2016)</p> <p>(4) Which event initiates the rising action of the excerpt? (2016)</p> <p>(23) Which sentence from the excerpt best illustrates Noah’s conflict? (2016)</p> <p>(2) The description of the father’s return in paragraphs 1 through 4 is important to the excerpt because it – (2017)</p> <p>(3) Which sentence best illustrates the narrator’s conflict? (2017)</p> <p>(6) The last two paragraphs of the excerpt convey that the narrator is -- (2017)</p> <p>(17) Paragraphs 1 through 3 are important to the story because they establish that Anthony—(2018)</p> <p>(42) Which event in the story causes Teresa to reevaluate her talent as a long jumper? (2018)</p>
<p>8.6 B</p> <p>8.7A-B</p>	<p>Analyze how the central characters’ qualities influence the theme of a fictional work and resolution of the central conflict</p> <p>New TEKS (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) analyze how themes are developed through the interaction of characters and events; (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;</p>	<p>(1) The reader can conclude that when Ella arrives at Lola’s house, Ella is --(2013)</p> <p>(3) Read these sentences from paragraph 34. These sentences show that Lola -- (2013)</p> <p>(5) What effect does Ella’s uncharacteristic behavior have on the resolution of the excerpt? (2013)</p> <p>(19) Cassie’s thoughts in paragraph 14 show that she — (2014)</p> <p>(21) Which sentence from the story provides the best evidence that Cassie feels insecure? (2014)</p> <p>(5) Paragraphs 11 through 15 support the primary theme of the excerpt by emphasizing the narrator’s —(2015)</p> <p>(2) What does Byrd’s explanation in paragraph 13 reveal to the reader? (2016)</p> <p>(5) Read this sentence from paragraph 10. Byrd’s actions in this sentence best demonstrates her—(2016)</p> <p>(21)Noah’s response his mother’s demand adds to the conflict by—(2016)</p> <p>(5) The narrator’s keen awareness of his father’s behavior leads him to – (2017)</p>

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		(41) Read paragraph 3. Teresa’s comments influence the theme of the story because they show that she—(2018) (43) The dialogue between Teresa and her mother after the tryout indicates that her mother—(2018)
8.6 C	Analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	(2) Because the story is written from a first-person point of view, the reader is better able to understand —(2014) (1) By using the first-person point of view, the author is able to show —(2015)
8.9E	New TEKS (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (E) identify and analyze the use of literary devices, including multiple points of view and irony;	(22) The first-person point of view allows the author to — (2016) (19) By telling the story from the first-person point of view, the author helps the reader understand—(2018) (44) The story’s third-person limited point of view gives the reader insight into – (2018)
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. Students are expected to:		
SE	TEKS	Question Stems
8.7 Fig 19 D	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	(46) What can the reader conclude about Bird’s relationship with Wrangler? (2014) (47) Bird uses paragraph 10 to convey to the reader — (2014) (49) Bird was fortunate that the district attorney had horses of his own because the district attorney —(2014) (50) Bird includes paragraphs 11 and 12 in the selection most likely to illustrate that —(2014)
8.5F	New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The	(51) Bird wrote this selection most likely to —(2014) (52) The author organizes this selection by —(2014) (34) The author uses a bulleted list in order to highlight — (2015)

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<p>8.6C & G</p>	<p>student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding; (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;</p>	<p>(36) Which sentence suggests that catching crabs is a popular activity on the beach? (2015) (37) The author includes the detailed description of ghost crabs most likely to —(2015) (39) What is the most likely reason why the author is glad that he agreed to Hallie’s request? (2015) (40) What can readers conclude about Hallie based on her father’s description of their experience with the crab on the beach? (2015) (42) In which sentence does the author use an analogy to express the significance of the night on the beach with Hallie? (2015) (11) Read this sentence from paragraph 18. What does the figurative language in this sentence convey about Byrd? (2016) (32) Through his experiences at the Navajo reservation, the author gained (2017) (35) Which sentence best demonstrates that the author and his father depended on the people of the reservation? (2017) (36) The organization of the selection allows the author to- (2017) (3) Paragraphs 8 and 9 are mainly a description of—(2018) (4) Why did the author tell Kenny to turn the wagon around in paragraph 12? (2018) (5) The author describes his experience in a way that highlights—(2018)</p>
<p>8.7 Fig 19 E</p> <p>8.6D</p>	<p>Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p> <p>New TEKS (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in</p>	<p>(38) What is the best summary of the events leading up to the author and his daughter chasing crabs? (2015) (7) What is the best summary of this selection? (2018)</p>

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	ways that maintain meaning and logical order;	
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
8.8 Fig 19 D	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	(7) The author included paragraph 23 to --(2013) (1) The language in paragraph 42 is used to emphasize — (2014) (9) In paragraph 10, which words does the author use to create a tense mood? (2014) (25) The last two lines of the poem suggest that the thumbprint referred to in the title is a symbol for —(2014)
8.5F	New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;	(4) Read this sentence from paragraph 2. The author uses imagery in this sentence most likely to show how —(2015) (43) The imagery in paragraph 9 shows that the crab chase is —(2015)
8.6C & G	(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;	(7) The sensory language in paragraph 1 helps the reader understand that Byrd – (2016) (8) Read this sentence from paragraph 16. What does the imagery in this sentence suggest about the narrator? (2017) (12) The imagery in line 11 helps the reader – (2017) (33) Read this sentence from the selection. This comparison helps the reader understand that the author thinks the location – (2017) (34) Read this sentence from the selection. Which of these is the author suggesting in this sentence? (2017)
8.8 A	Explain the effect of similes and extended metaphors in literary text	(13) The metaphor in the first stanza is used to emphasize that the --(2013) (14) The poet uses a simile in lines 23 and 24 to reveal that the speaker --(2013)
8.9D	(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.	(2) What does the sensory language in paragraph 7 help the reader understand? (2018) (23) The words “patiently,” “pounds,” and “promptly” in the second stanza highlight Mother’s—(2018) (35) In stanza 2, the poet’s use of a metaphor suggests that --(2013)

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<p>The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;</p>	(36) Read these lines from the poem. These lines highlight the speaker’s discomfort because they show that --(2013)
	(8) The simile in paragraph 1 helps the reader understand why the narrator —(2015)
	(35) The title of this selection refers both to the money found on the beach and to —(2015)
	(45) Read this line of dialogue from the play. Christy says this to Mark because she – (2016)
	(37) Why does the author compare his experience to that of “a hawk or an eagle” in paragraph 7? (2017) (22) In the first stanza, the poet uses the metaphor of a hunt to emphasize that Mother is—(2018)

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>8.9 Fig 19 D</p>	<p>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</p>	(18) The author included paragraph 4 most likely to -- (2013)
		(21) The author chose the title of this selection to highlight the idea that --(2013)
<p>8.9D</p>	<p>New TEKS (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) explain the author's purpose and message within a text;</p>	(28) Based on her letter, how has the author’s Hispanic heritage influenced her message? (2013)
		(43) The author wrote this article most likely to --(2013)
		(13) What is the most likely reason the author wrote this selection? (2014)
		(37) What is the most likely reason the author wrote this selection? (2014)
		(41) The author of the selection includes paragraphs 8 and 9 most likely to —(2014)
		(11) The author includes the information about President Kennedy’s idea and NASA to show that —(2015)
		(24) What is the author’s primary purpose for writing this selection? (2015)
		(37) The author’s primary purpose for writing this selection is to – (2016)
		(43) Why does the author include the quotation in paragraph 2? (2016)
		(15) The author wrote this selection most likely to – (2017)
(20) The author included the information in paragraphs 8 through 11 probably to – (2017)		

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		(27) The author wrote this selection most likely to – (2017) (12) The author’s main purpose in writing this selection is to -- (2018) (38) The author’s main purpose for writing this selection is to -- (2018)
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
8.10 Fig 19 D	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	(16) The author emphasizes the idea that wetlands — (2014) (14) Based on the information the author includes about the three science fiction writers, the reader can conclude that the author believes that the writers were —(2015) (25) Based on her yearlong observations of the crew, Zeig most likely believes that the women of Apache 8 have — (2015)
8.5F	New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;	(33) Which sentence from the selection best shows that the author admires the bravery of the members of Apache 8? (2015) (45) The information in the text box suggests that tracking technologies can —(2015) (50) Based on the information in the selection, how can customers benefit from being tracked by technology? (2015)
8.6C & G	(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;	(52) Based on information in the selection, the reader can infer that an “informed customer” will most likely — (2015) (12) Which sentence supports the idea that the instruments are part of what makes the Recycled Orchestra special? (2016) (14) In order to be successful in the orchestra, members most likely had to – (2016) (15) Gomez travels to the landfill several times a week to search for materials most likely because he – (2016) (16) The initial success of Chavez’s project depended primarily on – (2016) (38) The result of Cleary’s experiment supports which idea about déjà vu? (2016) (40) Based on the information in the selection, the reader can conclude that a main problem researchers studying déjà vu encounter is that – (2016)

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		(21) The title of the selection highlights the idea that shipping containers – (2017)
		(25) Which sentence from the selection explains why the water produced by the bill board is significant? (2017)
		(42) The title of the selection emphasizes the idea that Cook—(2017)
8.10 Fig 19 E	Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	(50) What is the best summary of this article? (2013)
8.6D	New TEKS (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(15) Which of these is the best summary of the selection? (2014)
		(12) What is the best summary of the selection? (2015)
		(17) What is the best summary of the selection? (2016)
		(39) What is the best summary of the selection? (2018)
8.10 A	Summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	(24) What are paragraphs 6 and 7 mainly about? (2013)
8.6D	New TEKS (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;	(26) What is the best summary of the section titled “Bands in All Sizes”? (2013)
		(45) The Culper Ring used Dr. Jay’s invisible ink rather than lemon juice because Dr. Jay’s ink was --(2013)
		(52) According to the article, why did Washington want his own information-gathering agency? (2013)
		(11) What is paragraph 2 mostly about? (2014)
		(39) A recent change in the kind of work done by Peace Corps volunteers is the result of —(2014)
		(40) In paragraphs 1 and 2, the author presents the idea that —(2014)
		(44) Paragraphs 3 and 4 are mainly about —(2014)
		(13) According to the selection, one reason that humans develop new types of technology is that they want to — (2015)
(27) Which information from the selection supports the idea that the women of Apache 8 have encountered obstacles? (2015)		

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		<p>(29) Some of the women of Apache 8 joined the crew because —(2015)</p> <p>(31) Paragraphs 1 and 2 are mainly about the reasons — (2015)</p> <p>(44) Which sentence indicates that strategies used by supermarkets are effective? (2015)</p> <p>(47) Which idea is supported by the information in paragraph 3? (2015)</p> <p>(48) What are paragraphs 4 and 5 mainly about? (2015)</p> <p>(35) Which idea about déjà vu does the title of the selection support? (2016)</p> <p>(41) What is paragraph 3 mainly about? (2016)</p> <p>(22) What is the main idea of paragraph 5? (2017)</p> <p>(23) Which sentence from the selection supports the idea that creating structures from shipping containers is cost-efficient? (2017)</p> <p>(40) Which of these best describes why some of the Gallaudet players lacked confidence in Cook when he first became coach of the team? (2017)</p> <p>(40) The details in paragraph 5 support the idea that – (2018)</p> <p>(9) What is the main idea of paragraphs 7 and 8? (2018)</p> <p>(10) According to selection, speech-software developers are still striving to develop speech-recognition technology that – (2018)</p> <p>(32) Which detail from paragraph 2 supports the idea that the Nile River spans diverse areas? (2018)</p> <p>(35) The details in paragraph 6 support the idea that -- (2018)</p>
8.10 B	Distinguish factual claims from commonplace assertions and opinions and evaluate inference from their logic in text	<p>(22) Which sentence from the selection is a commonplace assertion? (2013)</p> <p>(17) Which sentence shows that the author believes that the Wetheads are doing exceptional work at the Tantramar Wetlands Centre?(2014)</p> <p>(45) Which statement best expresses an opinion found in the section “Service to Others”? (2014)</p> <p>(46) Which of these is an assertion rather than a fact? (2015)</p> <p>(18) Which sentence from the selection expresses an opinion? (2016)</p> <p>(15) Which sentence from the selection reflects the author’s opinion? (2018)</p>

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<p>8.10 C</p> <p>8.5F</p>	<p>Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns</p> <p>New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;</p>	<p>(20) By presenting the ideas included in paragraphs 1 through 3, the author is able to --(2013)</p> <p>(23) Which of these supports the idea that band members form strong bonds with one another? (2013)</p> <p>(48) The reader can conclude that the spies who made up the Culper Ring --(2013)</p> <p>(10) Why does the author begin this selection by explaining what wetlands are? (2014)</p> <p>(30) The author organizes the selection by --(2015)</p> <p>(36) The organization of the information in paragraphs 3 through 5 allows the author to – (2016)</p> <p>(26) The organizational pattern of the selection allows the author to – (2017)</p> <p>(41) The author presents the events that led to the team’s winning record in chronological order to emphasize that -- (2017)</p> <p>(14) The author organizes the information in the selection mainly by-- (2018)</p> <p>(37) the author organizes the information in the selection mainly by--(2018)</p>
<p>8.10 D</p> <p>8.5E & H</p>	<p>Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those finding with textual evidence</p> <p>New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society; (H) synthesize information to create new understanding; and</p>	<p>(27) With which statement would the author most likely agree? (2013)</p> <p>(46) What can the reader conclude about the author’s opinion of Washington’s strategy for information-gathering? (2013)</p> <p>(47) Which statement from the article describes a positive result of Washington’s military strategy? (2013)</p> <p>(14) How does the author support the idea that Wetheads enjoy volunteering at the Tantramar Wetlands Centre? (2014)</p> <p>(42) The author begins and ends the selection by bringing together the idea that --(2014)</p> <p>(28) Which idea does the author emphasize throughout the selection? (2015)</p> <p>(51) Which sentence relates to the information in the text box following paragraph 2? (2015)</p> <p>(13) Which idea about the Recycled Orchestra does the author highlight throughout the selection? (2016)</p> <p>(38) The author suggests that Cook had frustrating moments while coaching at Gallaudet largely because he--(2017)</p>

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		<p>(11) Which idea does the author emphasize throughout the selection? (2018)</p> <p>(13) Which sentence from the selection best explains why some people may prefer human-to-human communications? (2018)</p> <p>(31) Scaturro and Brown filmed their adventure most likely because they-- (2018)</p> <p>(33) Based on paragraphs 3 and 4, what can the reader infer about navigating the Nile River? (2018)</p> <p>(34) Based on paragraph 5, the reader can infer that for Scaturro and Brown-- (2018)</p>
Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence form text to support their analysis. Students are expected to:		
SE	TEKS	Question Stems
8.11 Fig 19 D	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence form text to support their analysis.	<p>(29) How does the author organize paragraphs 8 through 10? (2013)</p> <p>(31) Which sentence from the letter best supports the author’s claim that reading helps writers develop their skills? (2013)</p>
8.5F	New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;	<p>(31) How do paragraphs 4 through 6 support the author’s position about online learning? (2014)</p> <p>(32) Which sentence best refutes the critics’ concerns about online education? (2014)</p> <p>(33) The author supports the article’s premise by providing —(2014)</p> <p>(35) Which sentence supports the belief that online education will be more widespread in the future? (2014)</p> <p>(36) The author includes the description of Samantha working on her laptop in paragraph 1 most likely to — (2014)</p>
8.6C & G	(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; (G) discuss and write about the explicit or implicit meanings of text;	<p>(24) By referring to the man in the grocery store as a “novelist,” the author – (2016)</p> <p>(26) The examples in paragraphs 3 and 4 reinforce the author’s point that being courteous – (2016)</p> <p>(28) The author supports the central argument of the article mainly by – (2016)</p> <p>(29) By referring to Emily Post in both the beginning and ending of the article, the author – (2016)</p> <p>(17) The author organizes paragraph 8 by – (2017)</p> <p>(18) How does the author support his claim that every young person has the potential to be a hero? (2017)</p>

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		(19) Read this sentence about heroes from paragraph 9. The author includes this sentence most likely to emphasize that – (2017)
8.11 B	Analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts	(30) The author uses the questions in paragraph 4 to -- (2013)
8.9G	New TEKS (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	(25) In which sentence does the author attempt to stir emotions in the reader? (2016)
12Hii	(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (H) examine sources for: (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;	

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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8.12 B	Evaluate graphics for their clarity in communicating meaning or achieving a specific purpose	(51) In “Give It a Try!” how are Steps 3 and 6 similar? (2013) (36) The map of the Nile river is included in the selection to – (2018)
8.9C	<p>New TEKS</p> <p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (C) analyze the author's use of print and graphic features to achieve specific purposes</p>	

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
8.13 C	Evaluate various techniques used to create a point of view in media and the impact on audience;	(43) Why does the advertisement begin with a question? (2014) <hr/> (42) The scenes from “Deja ville” pictured after paragraph 5 are important because they – (2016)

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 F	Make intertextual links among and across texts, including other media (e.g., film, play) and provide textual evidence	(38) Both the author of the letter and the speaker in the poem would most likely consider a blank page to be a – (2013) <hr/> (39) Read lines 6 through 10 from the poem. Which sentences from the letter express the same ideas as these lines from the poem? (2013)

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8.5E	<p>New TEKS (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>(40) How does the author’s purpose for writing in “Dear Fellow Writer” differ from the poet’s purpose in “What the Page Says”? (2013)</p> <p>(41) Read these excerpts from the letter and the poem. Based on these excerpts, the reader can conclude that both the author and the poet share a similar belief that -- (2013)</p> <p>(42) What is one difference between the author of the letter and the speaker in the poem? (2013)</p> <p>(26) Read these lines from the poem. Which sentence from the story relates a similar idea? (2014)</p> <p>(27) Unlike the speaker in “Thumbprint,” Cassie in “Finally Home” expresses —(2014)</p> <p>(28) Cassie in “Finally Home” and the speaker in “Thumbprint” both —(2014)</p> <p>(29) Which line from the poem best expresses Cassie’s feelings at the end of the story? (2014)</p> <p>(30) One difference between Cassie in the story and the speaker in the poem is that the speaker —(2014)</p> <p>(19) How are the descriptions of space travel different in the selection and the poem? (2015)</p> <p>(20) With which statement would both the author of the selection and the poet most likely agree? (2015)</p> <p>(21) One difference between the selection and the poem is that only the selection presents the idea that —(2015)</p> <p>(22) Which idea about humankind is expressed in both the selection and the poem? (2015)</p> <p>(23) Read this line from the poem. This idea is most closely related to the ideas of which person discussed in the selection? (2015)</p> <p>(30) What is one difference between Noah’s mother in the excerpt and the author of the article? (2016)</p> <p>(31) Read the sentence form paragraph 4 of “A Little Common Courtesy, Please.” Which event from “The View from Saturday” best demonstrates this message? (2016)</p> <p>(32) How are Noah’s mother in the excerpt and the mother of the child in the article similar? (2016)</p> <p>(33) How does Noah in the excerpt act like the texting grocery shopper in the article? (2016)</p>
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		<p>(34) Read this sentence from “A Little Common Courtesy, Please.” Which character from “The View from Saturday” holds a similar belief? (2016)</p>
		<p>(28) One difference between the selections “Breaking Out of the Box” and “A Bountiful Billboard” is that “A Bountiful Billboard” – (2017)</p>
		<p>(29) What is one important benefit of shipping container apartment buildings and the billboard in Lima? (2017)</p>
		<p>(30) Read this sentence from “Breaking Out of the Box.” Which sentence from “A Bountiful Billboard” is related to this idea? (2017)</p>
		<p>(31) Both selections explore ideas that involve – (2017)</p>
		<p>(26) In what ways are the topics of the story and the poem similar? (2018)</p>
		<p>(27) How does Anthony in the story differ from the speaker in the poem? (2018)</p>
		<p>(28) Unlike Grandpa in the story, Mother in the poem— (2018)</p>
		<p>(29) The ending of the story and the ending of the poem are similar because both Anthony and the speaker – (2018)</p>
		<p>(30) Grandpa in the story and Mother in the poem would most likely agree that—(2018)</p>