

# EOC English II

Reading/Vocabulary Development.		
Students understand new vocabulary and use it when reading and writing. Students are expected to:		
SE	TEKS	Question Stems
E.1 A	determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	(39) Read the following dictionary information about the origin of the word arrhythmic. In paragraph 6, what does the word <b>arrhythmic</b> mean? (2015)
E.1 B	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words  <b>NEW TEKS</b>  <b>E2.2(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words</b>	(7) In paragraph 7, which term refers to a belief that is contrary to prevailing opinion? (2013)
		(23) Which words from paragraph 1 best help the reader understand the meaning of the word <b>clandestine</b> ? (2013)
		(32) In paragraph 3, the word <b>apprised</b> means --(2013)
		(23) In paragraph 36, the word <b>inured</b> means — (2014)
		(30) In paragraph 4, the expression “chair rocker” refers to someone who —(2015)
		(44) Which phrase has the same meaning as the word <b>moonlighted</b> in paragraph 2? (2016) (19) In paragraph 2, what does <b>clambered</b> mean? (2017) (41) In paragraph 12, the word <b>mettle</b> means—(2017) (45) In paragraph 14, the word <b>asymmetrically</b> means—(2017) (26) In paragraph 8, the word <b>exhilarating</b> means something that— (2018) (39) Which line form the poem context that supports the meaning of the word <b>grazing</b> in line 8? (2018)
E.1 E	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.  <b>NEW TEKS 2020</b>  <b>E2.2(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</b>	(38) Read the following dictionary entry. Which definition best matches the use of the word trust in line 1? (2014)
		(29) Read the following dictionary entry. Which definition best matches the use of the word <b>tender</b> in paragraph 3? (2016)
		(38) Read the following dictionary entry. Which definition best matches the use of the word <b>contain</b> in line 9? (2018)
	<b>New TEKS</b>  <b>E2.2(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d’état</b>	Old TEKS—not tested (so far)  E2.1D--show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d’état)

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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. Students are expected to:		
SE	TEKS	Question Stems
E.2 Fig 19 B	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.  <b>NEW TEKS</b> <b>E2.4(F) make inferences and use evidence to support understanding</b>	(19) Which of these best states the poem’s theme? (2013)
		(33) Read this quotation from paragraph 5. [ <i>In the bedroom, on the brown wall, hung a single picture-the portrait of a boy in grey velvet-that interested Paul most of all. The boys hand rested on the head of a big dog, and he looked infinitely noble and charming, and yet (in spite of the dog) so sad and lonely that he too might have come home that very day to a strange house in which none of his old things could be found.</i> ] The quotation suggests that the selection explores the theme of -- (2013)
		(41) In line 14, it is significant to the theme of the poem that the birds are at the feeder because this shows that they are — (2014)
		(42) Which sentence from the story supports the theme of the interconnectedness of humanity? (2015)
		(48) One theme explored in the poem involves —(2015)
		(24) the author most likely includes the anecdote about the bat in paragraph 9 to develop the theme of – (2016)
		(33) Paragraph 10 build upon the theme of— (2016)
		(22) Which quotation best illustrates the author’s yearning for connection with the world? (2017)
		(25) Which quotation best supports the theme of the interrelatedness of living creatures? (2017) (46) The story explores a theme about the—(2017) (52) The narrator’s polishing of the mirror suggests a theme of – (2018)
E. 2 C	Relate the figurative language of a literary work to its historical and cultural setting <b>NEW TEKS</b> <b>E2.6(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts</b>	(17) The poem reflects history by using imagery that contrasts life in Mississippi before and after --(2013)
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
E.3 Fig 19 B	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	(18) In lines 7 and 8, the poet uses a simile that has the ironic effect of making the minnows seem--(2013)
		(20) Read these lines from the poem. [I am four in this photograph, standing / on a wide strip of Mississippi beach, / my hands on the flowered hips / of a bright bikini...] In these

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	<b>NEW TEKS</b> <b>E2.4(F) make inferences and use evidence to support understanding</b>	<p>lines, the poet’s tone can best be described as --(2013)</p> <p>(22) In line 12, the reader can infer that the speaker uses the pronoun “us” to refer to --(2013)</p> <p>(39) Which quotation can best be described as conveying the idea of freedom? (2014)</p> <p>(43) Read this sentence from lines 7 through 9. The reader can conclude that the speaker is —(2014)</p> <p>(47) In the poem, the words “It was an ordinary morning” function as a way of —(2015)</p> <p>(40) Which of these lines contains poetic language that conveys a sense of gentleness? (2018)</p> <p>(42) Read line 12 from the poem. What tones are conveyed by this line? (2018)</p> <p>(43) Lines 13 and 14 suggest that the ponies— (2018)</p>
E.3 A	Analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.  <b>NEW TEKS</b> <b>E2.7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms</b>	<p>(44) In the last three lines, the tone of the poem shifts from — (2014)</p> <p>(46) Stanzas 2 through 7 of the poem begin in the middle of a sentence. How does this structure relate to the content of the poem? (2015)</p> <p>(41) Which of these best describes the structure of the poem? (2018)</p>
<b>Reading/Comprehension of Literary Text/Fiction.</b>		
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:		
<b>SE</b>	<b>TEKS</b>	<b>Question Stems</b>
E.5 Fig 19 B	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.  <b>NEW TEKS</b> <b>E2.4(F) make inferences and use evidence to support understanding</b>	<p>(35) Which line from the selection provides the best evidence that Paul’s mother has remarried more than once? (2013)</p> <p>(37) From the description of Mr. Moffatt’s library, the reader can infer that he --(2013)</p> <p>(25) Which line suggests that Alejandro is sensitive to the feelings of others? (2014)</p> <p>(44) Based on the description of the contents of Kana’s backpack in paragraph 12, the reader can conclude that Kana — (2015)</p> <p>(27) Read the dialogue in paragraphs 11 through 24. When considered with this dialogue, which sentence reveals that Jimmy is hiding his true feelings from his father? (2016)</p> <p>(28) In paragraph 9, the description of the kitchen serves to— (2016)</p> <p>(47) the sentence fragments in paragraph 10 help convey Marie-Laure’s—(2017)</p> <p>(48) The tone of the concluding paragraph can best be described as – (2017)</p> <p>(49) After Marie-Laure’s father says “Take us home” in</p>

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		paragraph 2, the reader can infer from Marie-Laure’s reaction that— (2017)
		(51) Which quotation shows that Marie-Laure is referring to the model in her kitchen as she finds her way home? (2017)
		(52) What does the description of the model in paragraph 1 reveal about the father’s character? (2017)
		(46) Read this quotation from Paragraph 1. This description of the salesperson shows that the narrator feels— (2018)
		(49) Which sentence shows that the narrator has been affected by the encounter with the salesperson? (2018)
		(51) Which phrase best describes the shift in tone from the beginning to the end of the excerpt? (2018)
E.5 A	Analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;  <b>NEW TEKS</b> <b>E2.6(C) analyze isolated scenes and their contribution to the success of the plot as a whole</b>	(24) Why does Alejandro allow the old woman to stay in the clinic? (2014)
		(43) How do the stranger’s actions in paragraph 8 affect Kana’s internal conflict? (2015)
		(23) What detail is left unresolved at the end of the selection? (2016)
		(48) The author establishes conflict in paragraph1 by describing the – (2018)
E.5 B	Analyze differences in the characters’ moral dilemmas in works of fiction across different countries or cultures;	(26) What is Jimmy’s primary dilemma? (2016)
E.5 C	Evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction;	(26) Read paragraph 33. The tone of this paragraph can best be described as — (2014)
		(40) What is the effect of the story’s point of view? (2015)
		(25) Read this sentence from paragraph 26. [ <i>The leather soles of my shoes felt insecure and slippery on the rungs</i> ] The author’s use of the first-person point of view— (2016)
		(47) The point of view used by the author gives the reader insight into the— (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
E.6 A	Evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction  <b>NEW TEKS</b> <b>E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text</b>	(8) Read these sentences from paragraph 4. [ <i>one former publisher told me recently that Barry Bingham, Jr., “was the visionary among us. He said what we didn’t want to hear and we ran from it.”</i> ] The primary purpose of the text above is to -- (2013)
		(9) In paragraph 7, why does the author refer to saving trees and conserving fuel? (2013)
		(10) In paragraph 4, why does the author choose the word “crusty” to describe newspaper people? (2013)

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	(30) In paragraph 8, the author uses glass a metaphor to show her— (2016)
	(31) In paragraph 4, the author’s attitude about being near wildlife is – (2016)
	(34) In paragraph 1, the author details the history of the Pacific Crest Trail to – (2016)
	(20) The description of the otters in paragraphs 1 and 2 suggests they are— (2017)
	(21) In paragraph 7, the author includes the information about his daughter’s studies primarily to—(2017)
	(23) In paragraph 2, the author uses the figurative language “Their tails flipping up to gleam like wands in the early sunlight” to illustrate—(2017)
	(24) Why does the author ask several questions in paragraphs 13 and 14? (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
E.7 Fig 19 B	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.  <b>NEW TEKS E2.4(F) make inferences and use evidence to support understanding</b>	(11) Read this sentence from paragraph 9. [ <i>The swamp clung a little-even to him.</i> ] In this sentence, the author uses descriptive language to indicate that --(2013)
		(21) In lines 14 and 15, the “narrow plot/of sand” can be best interpreted as symbolic of --(2013)
		(34) In paragraph 8, the author uses a metaphor that suggest both --(2013)
		(36) In paragraph 4, the author uses personification to emphasize how --(2013)
		(38) Which of these best helps the reader visualize the setting? (2013)
		(27) In paragraph 26, the description of Jimena’s laugh suggests that she is —(2014)
		(28) In paragraph 32, the author uses a metaphor to convey — (2014)
		(40) In the first 12 lines, the poet uses imagery to describe — (2014)
		(41) In paragraph 4, the simile indicates that the foreigner — (2015)
		(45) Read this sentence from paragraph 16. What is the most likely reason why the author includes this description of the foreigner’s actions? (2015)
	(49) In lines 9 through 17, the poet uses descriptive language that emphasizes —(2015)	
	(32) In which quotation does the author use descriptive language to show her unexpected awe? (2016)	
	(45) The simile in line 11 – (2018)	
	(50) Read this sentence from paragraph 5. In this sentence, the	

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		author uses a metaphor to describe the – (2018)
E.7 A	Explain the function of symbolism, allegory, and allusions in literary works.	(42) In lines 1 through 4, the tiger is a symbol for the speaker’s —(2014) (50) In the poem, the fox is a symbol of —(2015) (50) For Marie-Laure, the chestnut tree in paragraphs 15 and 16 symbolizes—(2017) (45) In line 7, that act of stepping over barbed wire represents the speaker’s — (2018)
<b>Reading/Comprehension of Informational Text/Culture and History</b> 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:		
<b>SE</b>	<b>TEKS</b>	<b>Question Stems</b>
E.8 A	Analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details  <b>NEW TEKS</b> <b>E2.7(D) analyze characteristics and structural elements of informational texts such as:</b> <b>(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion</b>	(2) In the article, what is the most likely reason Teevan wouldn’t discuss the commercial release of her programs? (2013) (24) Who first suggested using Navajo for military radio communications? (2013) (26) Read these sentences from paragraph 2. [ <i>In the 1940s there was no such thing as a “secure line.” All talk had to go out onto the public airwaves.</i> ] The author includes this information to --(2013) (31) What does Leonard predict will cause the Inughuits to move south? (2014) (32) Which of these best describes the author’s purpose for writing this article? (2014) (45) What is the primary purpose of the selection? (2014) (47) Read the following sentence from paragraph 14. The author’s purpose in including this statement is to — (2014) (49) The author refers to Charlie and the Chocolate Factory in order to —(2014) (27) Which of these best describes the purpose of the selection? (2015) (29) The primary purpose of the selection is to convince readers that —(2015) (31) How did the gift of a baseball affect the author? (2015) (41) According to the article, what happens to language over time? (2016) (42) Which sentence best expresses the article’s main idea? (2016) (45) Which detail best supports the idea that the mission of Hot Bread Kitchen has public support? (2016) (48) What is the main idea of the article? (2016) (26) Which statement best expresses the main idea of the essay? (2017) (38) The author’s main purpose for writing this article is to – (2017) (43) Which detail about printed maps is most important to the

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		<p>author’s argument? (2017)</p> <p>(19) The author include paragraph 5 to— (2018)</p> <p>(20) According to the author, the growing number of people living alone— (2018)</p> <p>(27) In 2008, what did the author notice about how the new technology was affecting those who work near mount Everest? (2018)</p> <p>(28) What is the most likely reason the author wrote the article? (2018)</p>
<p><b>Reading/Comprehension of Informational Text/Expository Text.</b>            Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>		
SE	TEKS	Question Stems
E.9 A	Summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique  <b>New TEKS</b> <b>E2.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order</b>	(5) Which of these is the best summary of the selection? (2013)
		(29) Which of these is the best summary of the selection? (2013)
		(26) Which of these is the best summary of the selection? (2015)
		(31) Which of the following provides the best summary of the essay? (2017)
		(21) Which of these is the best summary of the article? (2018)
E.9 B	Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts	(1) In paragraph 1, the author quotes William Change to show that --(2013)
		(30) Which sentence supports the idea that the life of the Inughuits now is not very different from how it has always been? (2014)
		(49) Which sentence best supports Rodriguez’s claim that running Hot Bread Kitchen has been hard work? (2016)
		(28) What evidence does the author primarily (2017)
		(22) In the article, the author mentions his own research in order to— (2018)
E.9 C	Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns  <b>NEW TEKS</b> <b>E2.7(D) analyze characteristics and structural elements of informational texts such as: (ii) the relationship between organizational design and thesis</b>	(4) The author organizes the article by --(2013)
		(6) Why does the author end the article with a quotation? (2013)
		(25) The author begins and ends the selection with references to successful battles in order to --(2013)
		(27) In paragraph 1, the author mentions “guttural noises and complex intonations” in order to --(2013)
		(28) Which of these best illustrates how much the general public knew about the Navajo code immediately following World War II? (2013)
		(29) Read paragraph 7. The author’s purpose for including this information in the selection is most likely to —(2014)
		(23) What can the reader conclude from paragraph 1? (2015)
(24) The author organizes the selection by —(2015)		

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	<p><b>NEW TEKS</b></p> <p><b>E2.4(E) make connections to personal experiences, ideas in other texts, and society</b></p> <p><b>E2.4(H) synthesize information from multiple texts to create new understanding</b></p>	<p>(25) What does the author mean when he writes, “Dr. V is simultaneously the fellow villager that he once was, and continues to be, and the extraordinary healer he has become”? (2015)</p> <p>(46) Read this sentence from paragraph 1. The descriptive language in this sentence emphasizes— (2016)</p> <p>(47) The author establishes the cultural diversity of “Hot Bread Kitchen” by describing—(2016)</p> <p>(27) Read this quotation from paragraph 1. In this quotation, the author means that—(2017)</p> <p>(29) The author includes the ideas in paragraphs 3 and 4 primarily to—(2017)</p> <p>(30) Why does the author include an imaginary conversation with a wolf in paragraph 5? (2017)</p> <p>(23) Which word best describes the author’s attitude in paragraph 4 toward researchers who express alarm at the growing popularity of solo living? (2018)</p> <p>(24) Which sentence best supports the author’s belief that living alone is an appealing choice for many people? (2018)</p> <p>Old TEKS—never tested:</p> <p>E2.9D 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><b>Reading/Comprehension of Informational Text/Persuasive Text.</b></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
<p>E.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><b>NEW TEKS</b></p> <p><b>E2.4(F) make inferences and use evidence to support understanding</b></p>	<p>(46) The author mentions the movie E.T. in order to —(2014)</p> <p>(32) On which persuasive technique does the author most rely? (2015)</p> <p>(33) In paragraph 10, the author suggests that his friends — (2015)</p> <p>(37) Read these sentence fragments from paragraph 3. The author is implying that— (2017)</p> <p>(39) Why does the author include the quotation from Eric Ribbeck in paragraph 7? (2017)</p> <p>(40) Read this quotation from paragraph 4. In this statement, the author shows that he thinks—(2017)</p> <p>(42) On the advantages of using paper maps, the author’s wife is mostly—(2017)</p> <p>(44) Why does the author begin the selection with the words</p>



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		<p>“Call me a fossil”? (2017)</p> <p>(39) In paragraphs 6 and 7, the author makes generalizations to suggest that texting— (2016)</p> <p>(40) In paragraph 3, the author presents a concept. In the next paragraph, the author— (2016)</p> <p>(29) How does the author try to convince readers of his point in paragraph 9? (2018)</p> <p>(30) Read this sentence from paragraph 14. Based on this sentence, the reader can conclude that— (2018)</p> <p>(31) In which sentence does the author seem to accept that technology on Mount Everest is inevitable? (2018)</p>
E.10 A	<p>Explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments;</p> <p><b>NEW TEKS</b>  <b>E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies</b></p>	(50) Why does the author directly address the reader in paragraphs 21 through 27? (2014)
<p><b>Reading/Comprehension of Informational Text/Procedural Text.</b>          Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>		
<b>SE</b>	<b>TEKS</b>	<b>Question Stems</b>
E.11 Fig 19 B	<p>Students understand how to glean and use information in procedural texts and documents</p> <p><b>NEW TEKS</b>  <b>E2.4(F) make inferences and use evidence to support understanding</b></p>	(48) What does the boxed information on constructive criticism have in common with the reading selection? (2014)
		(34) In the boxed information titled “Did You Know?,” which fact about Robert Allman directly supports the selection’s theme? (2015)
		(43) What is the overall message of the boxed information about teen texting? (2016) (25) The graphic titled “Where They’re Living Solo” suggests that the practice of living alone is—(2018)
E.11 A	<p>Evaluate text for the clarity of its graphic and its visual appeal</p> <p><b>NEW TEKS</b>  <b>E2.8(C) evaluate the author's use of print and graphic features to achieve specific purpose</b></p>	(30) From information included in the table from the <i>Navajo Code Talkers’ Dictionary</i> , the reader can learn--(2013)
		(33) Which of the following statements best characterizes the objective of the boxed information titled “Did You Know?” (2014)
<p><b>Reading/Media Literacy.</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. Students are expected to:</p>		
<b>SE</b>	<b>TEKS</b>	<b>Question Stems</b>
E. 12	Students use comprehension skills to	(28) From the boxed information about the Aravind Eye-Care

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Fig 19 B	analyze how words, images, graphics, and sounds work together in various forms to impact meaning.	System, the reader can conclude that —(2015) (32) The photograph and its caption make the use of technology atop Mount Everest seem— (2018)
E.12 A	Evaluate how message presented in media reflect social and cultural views in ways different from traditional texts	(3) An image of the Bing home page is included primarily to -- (2013)
		(31) What is one purpose of the caption accompanying the photograph of the Code Talkers? (2013)
		(50) What does the photograph of the retail space emphasize? (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 B	Make complex inferences about text and use textual evidence to support understanding  <b>NEW TEKS</b> <b>E2.4(F) make inferences and use evidence to support understanding</b>	(12) What is one similarity between the selections? (2013)
		(13) How does Barry Bingham, Jr., differ from Jaime Teevan? (2013)
		(14) What is one difference in the endings of the selections? (2013)
		(15) The tone of both selections can best be described as -- (2013)
		(16) Unlike the author in “Digital Dad Versus the Dinosaurs,” the author of “2009 Young Innovators Under 35: Jaime Teevan, 32” --(2013)
		SAQ: Do you think Jaime Teevan in “2009 Young Innovators Under 35: Jaime Teevan, 32” and Barry Bingham, Jr., in “Digital Dad Versus the Dinosaurs” have anything in common? Explain your answer and support it with evidence from both selections. (2013)
		SAQ: How would you describe Paul in the excerpt from <i>The Custom of the Country</i> ? Support your answer with evidence from the selection. (2013)
		(34) Like the Tehuelche in “Tehuelche,” the Inughuit in “Linguist on Mission to Save Inuit ‘Fossil Language’ Disappearing with the Ice” are native people —(2014)
		(35) Unlike Stephen Leonard in “Linguist on Mission to Save Inuit ‘Fossil Language’ Disappearing with the Ice,” Alejandro in “Tehuelche” is at first concerned with a little-known language only because he —(2014)
		(36) Unlike Alejandro in “Tehuelche,” Stephen Leonard in “Linguist on Mission to Save Inuit ‘Fossil Language’ Disappearing with the Ice” travels to a remote region primarily to —(2014)
(37) In these selections, the Tehuelche people and the Inughuits are portrayed as —(2014)		
SAQ: How is the loss of language important in “Tehuelche” and “Linguist on Mission to Save Inuit ‘Fossil Language’		

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		<p>Disappearing with the Ice”? (2014)</p> <p>SAQ: In “Is Criticism a Four-Letter Word?,” how does the author feel about criticism? Support your answer with evidence from the selection. (2014)</p>
		<p>(35) Read these quotations. Which of these statements best expresses the difference in tone between the quotations? (2015)</p> <p>(36) What can the reader conclude from the last paragraph of each selection? (2015)</p> <p>(37) What is one difference between the authors’ treatment of their subjects? (2015)</p> <p>(38) Read these quotations. These quotations are similar in that they both discuss —(2015)</p> <p>SAQ: How are Dr. V in “Helping Others to See” and the author of “A Ball to Roll Around” similar? Support your answer with evidence from both selections. (2015)</p> <p>SAQ: In “The Fox,” how would you describe the speaker’s attitude toward the fox? Support your answer with evidence from the selection. (2015)</p> <p>(35) Read these quotations from the two selections. In both quotation, the narrators display— (2016)</p> <p>(36) What do the narrators of both selections have in common? (2016)</p> <p>(37) In both selections, food is described as something—(2016)</p> <p>(38) Although the authors of the selections write in different styles, both of them make use of – (2016)</p> <p>SAQ: In the excerpts from “A Train Trip” and <i>Wild</i>, how do the narrators feel about their journeys? Explain your answer and support it with evidence from <b>both</b> selections.</p> <p>SAQ: In “Hot Bread Kitchen,” how does Jessamyn Rodriquez benefit from her work at the bakery? Support your answer with evidence from the selection.</p> <p>(32) Which question do the authors of both essays have about wildlife? (2017)</p> <p>(33) What is one difference between the two essays? (2017)</p> <p>(34) While the author of <i>One Kingdom: Our Lives with Animals</i> sees zookeepers as the “conscientious stewards” of wild animals, the author of “Voyagers”—(2017)</p> <p>(35) What is one difference between the endings of the two essays? (2017)</p> <p>(36) What is one similarity between the authors of the two essays? (2017)</p> <p>(33) What is the significant <b>difference</b> between the opinions expressed in <b>both</b> articles? (2018)</p> <p>(34) How are the authors of the articles <b>similar</b>? (2018)</p> <p>(35) Both articles conclude with a – (2018)</p> <p>(36) Which statement do <b>both</b> articles support? (2018)</p>

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		(37) Read these quotations from the two articles. The tone of <b>both</b> quotations can best be described as – (2018)
<b>Writing/Writing Process.</b>		
Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		
SE	TEKS	Question Stems
E. 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  <b>NEW TEKS</b> <b>E2.9(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</b>	(1) The best way to clarify the meaning of sentence 4 is to change <b>They</b> to --(2013)
		(2) Ben realized that he left the following detail out of the second paragraph (sentences 3-9). [I counted them and realized I was holding more than \$200 cash.] Where is the most effective place to insert this sentence? (2013)
		(3) The transition from the second paragraph (sentences 3-9) to the third paragraph (sentences 10-15) is weak. Read both paragraphs again. Which sentence could best replace sentence 10 and improve the transition between these two paragraphs? (2013)
		(4) What is the most effective revision to make in sentence 18? (2013)
		(5) Ben wants to add a closing sentence to reinforce the controlling idea of his paper. Which of the following ideas could best follow sentence 25 and help accomplish this goal? (2013)
		(7) What is the best way to revise sentence 13? (2013)
		(8) Zane needs to use a more appropriate word than <b>tweaks</b> in sentence 18. Which of these words would be the best replacement for <b>tweaks</b> ? (2013)
		(12) What is the most effective way to combine sentences 7 and 8? (2013)
		(13) What transition could most effectively be added to the beginning of sentence 12? (2013)
		(14) What is the most effective revision to make in sentence 19? (2013)
		(1) What is the most effective revision to make in sentence 3? (2014)
		(2) What is the most effective way to combine sentences 7 and 8? (2014)
		(3) Sentence 12 lacks clarity. What is the best way to improve this sentence? (2014)
		(8) Brianna has not used the most effective transition in sentence 10. Read the second paragraph (sentences 4–13) again. Which transition should replace the word <b>Instead</b> in sentence 10? (2014)

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	(10) What is the most effective revision to make in sentence 24? (2014)
	(2) What is the most effective revision to make in sentence 5? (2015)
	(3) Sentence 8 contains an indefinite reference that affects the clarity of the sentence. What is the best way to revise this sentence? (2015)
	(6) What is the most effective way to revise sentence 21? (2015)
	(8) In sentence 5, awesome is not the most effective word to use. Which of the following could replace awesome in this sentence? (2015)
	(9) What is the most effective way to combine sentences 7 and 8? (2015)
	(10) There is a redundant sentence in the third paragraph (sentences 11–18). Which sentence should be deleted from this paragraph? (2015)
	(11) Catherine has not used an appropriate transition in sentence 21. Which of these could best replace However and create a more appropriate transition between sentences 20 and 21? (2015)
	(1) The meaning of sentence 4 is unclear. Byron can improve the clarity of this sentence by changing <i>it</i> to— (2016)
	(6) This is a redundant sentence in the last paragraph (sentences 23-18). Which sentence should be deleted from this paragraph? (2016)
	(7) In sentence 5, the word <i>trip</i> is not the appropriate word to use. Which of the following should replace <i>trip</i> in this sentence? (2016)
	(10) What is the most effective way to revise sentence 21? (2016)
	(11) What is the most effective way to revise sentence 30? (2016)
	(2) What is the most effective revision to make in sentence 12? (2017) [active voice]
	(7) What is the most effective way to revise sentence 6? (2017) [no comma needed—compound verbs]
	(8) What is the most effective way to combine 9 and 10? (2017) [one sentence is put in subordinate clause]
	(9) What is the most effective transition to add to the beginning of sentence 17? (2017) [showing cause and effect]

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		(1) What is the most effective transition to add to the beginning of sentence 6? (2018)
		(3) Kelly has not used the most appropriate word in sentence 17. Which word best replaces <b>changes</b> ? (2018) [more specific word for showing less]
		(9) What is the most effective way to revise this sentence? (2018) [misplaced participial phrase]
E. 13 D	Edit drafts for grammar, mechanics, and spelling	(18) What change, if any, needs to be made in sentence 12? (change <b>Its</b> to <b>It's</b> ) (2013)
	<b>NEW TEKS</b>	(14) What change should be made in sentence 15? (Change <b>their</b> to <b>his</b> ) (2014)
	<b>E2.9(D) edit drafts using standard English conventions, including: (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments</b>	(17) What change should be made in sentence 3? (Change good to well) (2014)
		(21) What change needs to be made in sentence 27? (Change loose to lose) (2014)
		(14) What change needs to be made in sentence 10? (Change harmless to harmlessly )(2015)
	<b>E2.9(D) edit drafts using standard English conventions, including: (iv) correct capitalization</b>	(16) What change should be made in sentence 21? (Change past to passed) (2015)
		(14) What change should be made in sentence 8? (Change <b>me</b> to <b>I</b> ) (2016)
		(17) What change should be made in sentence 3? (Change <b>it</b> to <b>them</b> ) (2016)
		(20) What change should be made in sentence 21? (Change <b>societies</b> to <b>society's</b> ) (2016)
		(14) What change, if any, should be made in sentence 4? [ <b>then</b> to <b>than</b> ](2017)
<b>Writing/Expository and Procedural Texts.</b>		
Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
<b>SE</b>	<b>TEKS</b>	<b>Question Stems</b>
E.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 thesis or controlling idea (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant evidence and well-	(6) Zane wants to add a sentence to the end of the first paragraph (sentences 1-9) to better articulate the thesis of his paper. Consider the paper as a whole, paying careful attention to the first and second paragraphs. Which of the following ideas would best follow sentence 9 and express a controlling idea in this paper? (2013)
		(9) Zane wants to provide more detail in sentence 23. Which of the following could replace sentence 23 and best accomplish this goal? (2013)
		(10) Zane wants to add some questions after sentence 25 to help close this paper. Which of the following could best be added after sentence 25? (2013)

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<p>chosen details (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statements</p> <p><b>NEW TEKS</b> <b>E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft</b></p>	<p>PROMPT: Write an essay explaining the importance of getting to know people before forming an opinion about them. (2013)</p>
	<p>(4) Xavier would like to add some sentences to help transition from the third paragraph (sentences 14–17) to the fourth paragraph (sentences 18–26). Which of the following could Xavier add after sentence 17? (2014)</p>
	<p>(5) Xavier realizes that he should have added the following sentence to the fourth paragraph (sentences 18–26). [One newspaper highlighted Partridge’s arrival, claiming that he was coming with “secret cow-freeing equipment.”] Where is the most effective place to insert this sentence? (2014)</p>
	<p>(6) Xavier would like to improve the closing paragraph (sentences 27–32) by replacing sentence 32. Which of the following could best replace sentence 32 and help strengthen this paper’s closing? (2014)</p>
	<p>(7) Catherine would like to provide a more detailed thesis statement for her paper. Which of the following could replace sentence 3 and accomplish this goal? (2015)</p>
	<p>(2) Byron would like to add a sentence to the end of the first paragraph (sentences 1-5) to help transition into the ideas in the second paragraph (sentences 6-9). Which sentence can be added after sentence 5 to help accomplish this goal? (2016)</p>
	<p>(3) Byron has offered a weak thesis for his paper. Which of the following could replace sentence 9 and provide a more effective thesis statement for this paper? (2016)</p>
	<p>(4) Which of these sentences could best follow sentence 13 and provide additional support for the main idea of the third paragraph (sentences 10-14)? (2016)</p>
	<p>(5) Byron would like to close with a relevant quotation that reiterates the main idea of this paper. Which of these could follow sentence 28 and best accomplish this goal? (2016)</p>
	<p>(8) Joe would like to replace sentence 8 with a sentence that better articulates the thesis of his paper. Which of the following will accomplish this goal? (2016)</p>
	<p>(9) Joe thinks he may have included an extraneous idea in the second paragraph (sentences 9-16). Which sentence, if any, should he delete from this paragraph? (2016)</p>
	<p>(1) Sofia would like to add the following detail to the first</p>

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		paragraph (sentences 1-5) Where should this sentence be inserted? (2017)
		(3) Sofia wants to add a quotation after sentence 25 to support the idea that she is trying to convey. Which of the following could best accomplish this goal? (2017)
		(4) Which of the following could replace sentence 28 and provide a more effective transition between the fourth paragraph (sentences 20-27) and the fifth paragraph (sentences 28-32)? (2017)
		(5) Sofia would like to add a quotation to the end of her paper to help bring it to an effective conclusion. Which of the following would be the most effective for her to add? (2017)
		(6) Aisha would like to offer a more effective thesis statement for her paper. Which of the following could replace sentences 3 and 4 and help accomplish this goal? (2017)
		(6) Ken is not satisfied with his thesis statement in sentence 3. Which of the following should replace sentence 3 to provide a more effective thesis statement? (2018)
		(7) Ken wants to strengthen the topic sentence of his third paragraph (sentences 8-13). Which of the following best replaces sentence 8? (2018)
		(8) Ken wants to add the following sentence to the third paragraph (sentences 8-13). Where is the best place to insert this sentence? (2018)

## 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
E.16 A	Students are expected to write an argumentative essay to the appropriate audience that includes: A clear thesis position based on logical reasons supported by precise and relevant evidence	(11) Sentence 4 is a weak attempt at a thesis statement. How can Kate revise this sentence to more clearly establish the thesis of her paper? (2013)
		(15) Kate thinks there is a sentence in the fourth paragraph (sentences 15-21) that should be deleted. Reread the paragraph. Which sentence, if any, should be deleted from this paragraph? (2013)



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<p><b>NEW TEKS</b>  <b>E2.10(C) compose argumentative texts using genre characteristics and craft</b></p>	<p>PROMPT: Write an essay stating your position on whether it is better to live in a large city or in a small town. (2013)</p>
	<p>(8) Brianna realizes that she did not include a position statement in this paper. Which sentence could follow sentence 3 and serve as the position statement for her paper? (2014)</p>
	<p>(9) Which sentence below would best follow and support sentence 15? (2014)</p>
	<p>PROMPT: Write an essay stating your position on whether learning always has a positive effect on a person’s life. (2014)</p>
	<p>(1) Which of the following could replace sentence 3 and better articulate the position Kayla is trying to take in this paper? (2015)</p>
	<p>PROMPT: Which approach is more valuable in life: an idealistic one or a practical one? Think carefully about this question. Write an essay stating your opinion on whether it’s better to dream big or to be realistic. (2015)</p>
	<p>PROMPT: Write an essay stating your opinion on whether maturity is dependent on a person’s age. (2016)</p>
	<p>(4) Kelly is considering whether or not she should add the following supporting detail to the fourth paragraph (sentences 15-20) Where should Kelly place this sentence? (2018)</p> <p>PROMPT: Write an essay stating your opinion on whether a person can choose to be happy. (2017)</p> <p>PROMPT: Write an essay stating your opinion on whether it’s better to succeed individually or as part of a team. (2018)</p>

**Writing/Persuasive Texts.**

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:

SE	TEKS	Question Stems
E.16 D	an organizing structure appropriate to the purpose, audience, and context;	(11) Brianna is not pleased with the way she has closed her paper. Which of the following could replace sentence 28 and more effectively close this paper? (2014)
	<p><b>NEW TEKS</b>  <b>E2.10(C) compose argumentative texts using genre characteristics and craft</b></p>	(4) Kayla wants to provide a stronger transition between the second paragraph (sentences 4–12) and the third paragraph (sentences 13–16). Which of the following could best replace sentence 13 and accomplish this goal? (2015)
		(2) Kelly wants to add a more effective transition between the second paragraph (sentences 12-14). Which of the

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		<p>following sentences should be added before sentence 12 to help readers effectively transition from the second to the third paragraph? (2018) [using a topic sentence that drives the information in the paragraph]</p> <p>(5) Kelly wants to end her essay with a call to action. Which sentence should she add after sentence 21 to best achieve this goal? (2018) [stronger language]</p>
E.16 E	<p>an analysis of the relative value of specific data, facts, and ideas.</p> <p><b>NEW TEKS</b>  <b>E2.10(C) compose argumentative texts using genre characteristics and craft</b></p>	<p>(5) Kayla wants to add a quotation that will help support the idea presented in sentence 16. Analyze the quotations below. Which of these would be the most effective to insert after sentence 16? (2015)</p>
<p><b>Oral and Written Conventions/Conventions.</b>          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:</p>		
<b>SE</b>	<b>TEKS</b>	<b>Question Stems</b>
E.17 A	<p>Use and understand the function of the following parts of speech in the context or 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><b>NEW TEKS</b>  <b>E2.9(D) edit drafts using standard English conventions, including: (ii) consistent, appropriate use of verb tense and active and passive voice (iii) pronoun-antecedent agreement</b></p>	<p>(17) What change needs to be made in sentence 7? (Change <i>is</i> to <i>are</i>) (2013)</p> <p>(21) What change, if any, needs to be made in sentence 23? (change <i>begun</i> to <i>began</i>) (2013)</p> <p>(29) What change, if any, needs to be made in sentence 21? (Change <i>towed</i> to <i>tows</i>) (2013)</p> <p>(20) What change should be made in sentence 18? (2014)</p> <p>(18) What change needs to be made in sentence 7? (Change <i>misses</i> to <i>missed</i>) (2015)</p> <p>(11) What change should be made in sentence 10? [<i>was enclosed</i> to <i>were enclosed</i>] (2017)</p> <p>(11) What change should be made in sentence 8? [<i>was</i> to <i>were</i>] (2018)</p>
E. 17 C	<p>Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)</p> <p><b>NEW TEKS</b>  <b>E2.9(D) edit drafts using standard English conventions, including: (i) a</b></p>	<p>(19) What is the correct way to write sentence 18? (2013)</p> <p>(26) What is the correct way to write sentence 8? (2013)</p> <p>(30) What is the correct way to write sentence 28? (2013)</p> <p>(16) What is the correct way to write sentences 30 and 31? (2014)</p> <p>(18) What change should be made in sentence 7? (Change the comma to a period) (2014)</p>

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	variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	(15) What is the correct way to write sentence 13? (2015) (21) What is the correct way to write sentences 24 and 25? (2015) (12) What is the correct way to write sentence 4? (2016) (19) What is the correct way to write sentences 15 and 16? (sentence combining) (2016) (12) What is the correct way to write sentence 19? (2017) (16) What is the correct way to write sentences 18 and 19? [combining a fragment with ind. clause](2017) (12) What is the best way to rewrite sentence 10? (2018) [use of FANBOYS-compound sentence and another separate sentence]
<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> <b>(Grades 6–7 and Courses Eng. I–IV)</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: <b>(Grade 8)</b> 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
E.18 A	Use conventions of capitalization  <b>New TEKS</b> <b>E2.9(D) edit drafts using standard English conventions, including: (iv) correct capitalization</b>	(24) What change, if any, should be made in sentence 5? (change <b>agency</b> to <b>Agency</b> ) (2013) (13) How should sentence 9 be changed? (Change <b>pony express</b> to <b>Pony Express</b> ) (2014) (22) What change should be made in sentence 32? (Change <b>Chemistry</b> to <b>chemistry</b> ) (2015) (13) What change, if any, should be made to sentence 7? (Change <b>High School</b> to <b>high school</b> ) (2016) (10) What change needs to be made in sentence 1? (2017) [capitalization] (13) What change, if any, should be made in sentence 22? (2018) [capitalization— <b>hall</b> to <b>Hall</b> ]
E.18 B	Use correct punctuation marks, including: (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions (ii) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information  <b>NEW TEKS</b> <b>E2.9(D) edit drafts using standard English conventions, including: (v)</b>	(16) What change, if any, should be made in sentence 5? (Insert a comma after <b>task</b> ) (2013) (22) What change, if any, should be made in sentence 30? (No change should be made in sentence 30.) (2013) (25) What change, if any, needs to be made in sentence 7? (insert a comma after <b>Civitavecchia</b> ) (2013) (27) What change, if any, needs to be made in sentence 13? (change <b>Italys</b> to <b>Italy's</b> ) (2013) (28) What change should be made in sentence 15? (Delete the quotation marks at the end of the sentence) (2013) (12) What change should be made in sentence 6? (Insert a comma after <b>Cody</b> ) (2014) (15) What change should be made in sentence 17?

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	<p>punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate</p>	<p>(Change <b>Americas'</b> to <b>America's</b>) (2014)</p> <p>(12) What change, if any, should be made in sentence 1? (Insert a comma after <b>navy</b>) (2015)</p> <p>(13) How should sentence 6 be changed? (Change <b>ship's</b> to <b>ships</b>) (2015)</p> <p>(19) What change, if any, should be made in sentence 13? (Insert a comma after <b>sister</b>) (2015)</p> <p>(15) What change needs to be made in sentence 11? (Change <b>lot's</b> to <b>lots</b>) (2016)</p> <p>(16) What change, if any, should be made in sentence 18? (Change comma to semicolon) (2016)</p> <p>(22) What change should be made in sentence 36? (Insert a comma after <b>leaders</b>) (2016)</p> <p>(13) How should sentence 36 be changed? [use of the colon](2017)</p> <p>(15) What change, if any, should be made in sentence 7? [possessive form not needed] (2017)</p> <p>(17) What change, if any, needs to be made in sentence 22? [endmarks] (2017)</p>
<p><b>Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p>		
SE	TEKS	Question Stems
E.19 A	<p>Spell correctly, including using various resource to determine and check correct spellings</p> <p><b>NEW TEKS</b> <b>E2.9(D) edit drafts using standard English conventions, including: (vi) correct spelling</b></p>	<p>(20) What change, if any, needs to be made in sentence 22? (change <b>enragged</b> to <b>enraged</b>) (2013)</p> <p>(23) How should sentence 3 be changed? (change <b>assistance</b> to <b>assistance</b>) (2013)</p> <p>(19) How should sentence 16 be changed? (Change recommendation to recommendation) (2014)</p> <p>(22) What change needs to be made in sentence 40? (Change Occasionally to Occasionally) (2014)</p> <p>(17) What change should be made in sentence 2? (Change inevitable to inevitable) (2015)</p> <p>(20) How should sentence 18 be changed? (Change adolescence to adolescence) (2015)</p> <p>(18) How should sentence 11 be changed? (Change <b>inforced</b> to <b>enforced</b>) (2016)</p> <p>(21) What change needs to be made in sentence 30? (Change <b>amplified</b> to <b>amplified</b>) (2016)</p> <p>(18) What change, if any, needs to be made in sentence 27? [spelling] (2017)</p> <p>(10) What change should be made in sentence 5? (2018) [disintegration to disintegration]</p>