

EOC English I 2013-2021

Reading/Vocabulary Development.

Students understand new vocabulary and use it when reading and writing. Students are expected to:

SE	TEKS	Question Stems
<p>E.1 B</p> <p>New TEKS</p>	<p>Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words</p> <p>E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words</p>	(10) Which words from paragraph 7 best help the reader understand the use of the word arresting ? (2013)
		(14) Which expression from paragraph 8 means “to glorify”? (2013)
		(22) Which words best help the reader understand the meaning of the word russet in line 8? (2013)
		(23) Which words best help the reader understand the meaning of the word indistinct in paragraph 4? (2014)
		(39) In paragraph 17, the word contorts means —(2014)
		(32) In paragraph 10, the word reverie means —(2015)
		(39) In paragraph 3, which word means “passed” or “slipped by”? (2015)
		(29) In paragraph 2, the word handful means someone who is-- (2016)
		(24) Which word from paragraph 7 is closest in meaning to “weak”? (2017)
		(26) In paragraph 12, people who act in altruistic ways are— (2017)
		<p>(39) Which word from the selection means “supporting” or “recommending”? (2017)</p> <p>(19) Which word in paragraph 3 means “given but not returned”? (2018)</p> <p>(29) Read this sentence from paragraph 11. [boxed text] This sentence helps the reader know that the word pittance in paragraph 2 means- (2018)</p> <p>(40) In paragraph 30, what does the word laboriously mean? (2019) (46) Read lines 15 and 16. He sanded down the finish, erasing the indentations of the letters and numbers he had etched over time. In line 16, the word etched most closely means —(2019)</p> <p>(27) What does spent mean as it is used in line 15 of the poem “Sybil Ludington’s Ride”? (2021)</p> <p>(38) Which word from the article means “average or uninspired”? (2021)</p> <p>(46) In paragraph 6, what does the word thwarted most nearly mean? (2021)</p>

<p>E1.1D</p> <p>New TEKS</p>	<p>describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tête-à-tête, pas de deux, bon appétit, quid pro quo)</p> <p>E1.2(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête à-tête, bon appétit, and quid pro quo</p>	<p>Not previously tested</p>
<p>E.1 E</p> <p>New TEKS</p>	<p>Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</p> <p>E1.2(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline based vocabulary</p>	<p>(23) Read the following dictionary entry. (Insert boxed definition) Which definition most closely matches the use of the word clout in paragraph 2? (2016)</p> <p>(28) Read the following dictionary entry. Which definition best matches the use of the word validated in paragraph 3?</p>

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<p>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.</p>		
SE	TEKS	Question Stems
<p>E.2 Fig 19 B</p>	<p>Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>E1.4(F) make inferences and use evidence to support understanding E1.5(C) use text evidence and original commentary to support a comprehensive response</p>	<p>(38) A major theme explored in this play is —(2014)</p> <p>(28) Which sentence best reflects a primary theme of the selection? (2015)</p> <p>(45) This excerpt can best be described as exploring the theme of — (2015)</p> <p>(21) How does paragraph 6 contribute to the author’s message? (2017)</p> <p>(23) Paragraph 7 highlights the author’s message by suggesting that books— (2017)</p> <p>(26) What major theme is explored in the story? (2018) (42) What is a central theme of the excerpt? (2019)</p> <p>(47) What is a theme of the poem? (2019)</p>
<p>E. 2A</p>	<p>E1.2A analyze how the genre of texts with similar themes shapes meaning</p>	

	New TEKS E1.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts	
E.2 C	Relate the figurative language of a literary work to its historical and cultural setting.	(24) One of baseball’s long-established traditions is best exemplified in the description of —(2014) (48) Read the sentence from paragraph 1. The author uses figurative language in this sentence to reveal that— (2016) (20) The author uses a simile to describe the apple in paragraph 2 to convey-- (2018) (25) In lines 1 through 4 of the poem “Sybil Ludington’s Ride,” the diction and imagery mainly appeal to the reader’s sense of —(2021) (28) How do lines 1 through 12 mainly contribute to the poem “Sybil Ludington’s Ride”? (2021)
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	(23) Read the following lines from the poem [I say, “It’s Sunday, and here we are/ in the church of the out-of-doors.”] By using this analogy, the poet emphasizes --(2013) (25) Which line best explains why the speaker begins to speak at the end of the poem but then stops? (2013)
New TEKS	E1.4(F) make inferences and use evidence to support understanding E1.5(G) discuss and write about the explicit or implicit meanings of text E1.5(C) use text evidence and original commentary to support a comprehensive response	(27) What is the most likely reason the poet ends the first stanza after line 13? (2013) (49) Which line from the poem best indicates that the speaker is ready to relinquish ownership of the desk? (2019) (50) What tone is established in lines 22 through 25? (2019) (51) What do the speaker’s comments in lines 31 through 35 suggest? (2019) (52) The repetition in lines 19 through 21 is used to emphasize that the desk — (2019) (26) What is implied in lines 57 through 62 of the poem “Sybil Ludington’s Ride”? (2021) (29) Which theme is present in the poem “Sybil Ludington’s Ride”? (2021) (30) How do lines 15 through 20 function in the poem “Sybil Ludington’s Ride”? (2021) (31) What is the impact of lines 25 through 34 in the poem “Sybil Ludington’s Ride”? (2021) (32) What is Sybil’s main motivation in lines 47 through 52 of the poem “Sybil Ludington’s Ride”? (2021)

<p>D.3 A</p> <p>New TEKS</p>	<p>Analyze the effects of diction and imagery (e.g., controlling images, figurative language, under-statement, overstatement, irony, paradox) in poetry</p> <p>E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text</p>	<p>(24) Read these lines from the poem. [A clap of thunder beyond those hills. How well sound / travels over water...] The poet uses these lines to emphasize the importance of --(2013)</p> <p>(28) How do lines 1 through 12 mainly contribute to the poem "Sybil Ludington's Ride"? (2021)</p>
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	<p>E1.7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms</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
<p>D.4 Fig 19 B</p> <p>New TEKS</p>	<p>Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p> <p>E1.4(F) make inferences and use evidence to support understanding</p> <p>E1.5(C) use text evidence and original commentary to support a comprehensive response</p> <p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>(43) The reader can infer that George is using the promise of letting Lennie "tend the rabbits" —(2014)</p>
<p>D.4 A</p> <p>New TEKS</p>	<p>Explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.</p> <p>E1.7(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire</p>	<p>(40) The dialogue in paragraphs 1 and 2 establishes that the relationship between George and Lennie is most similar to —(2014)</p> <p>(41) Which line of dialogue provides the best evidence that Lennie has low self-esteem? (2014)</p> <p>(42) The stage directions in paragraphs 3 and 6 provide evidence that for George, his speech about the future has become —(2014)</p> <p>(44) The stage directions in paragraphs 5 and 7 emphasize Lennie's — (2014)</p>

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
D.5 Fig 19 B New TEKS	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding E1.4(F) make inferences and use evidence to support understanding E1.5(C) use text evidence and original commentary to support a comprehensive response E1.5(G) discuss and write about the explicit or implicit meanings of text	(11) What is the primary purpose of paragraph 1? (2013)
		(12) Which of these is an example of irony in the story? (2013)
		(46) The details about the size of the creek in paragraph 1 are significant to the story's plot because —(2015)
		(48) What is left unresolved at the end of the story? (2015)
		(50) The tone of the story becomes increasingly —(2015) (47) Which quotation follows the ultimate decision to allow the boy to use the name "Gogol" at school instead of "Nikhil"? (2016) (47) Which quotation provides the best evidence that the story takes place in a rural setting? (2017)
		(24) Paragraphs 7 and 8 are important to the development of the plot because they—(2018) (39) How is the first sentence of the excerpt important to the plot? (2019)

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		(41) Read this quotation from paragraph 20. <i>"It's our earth. It's our land. Can't nobody touch a man's own land."</i> The irony of this quotation is that it calls attention to — (2019) (44) In paragraph 25, why does Blackie say, "They own the building"? (2019) (19) In the selection from The Boston Girl, what does the author's portrayal of Miss Chevalier reveal to the reader? (2021) (20) In paragraph 7 of the selection from The Boston Girl, what does Addie's wish to "sink through the floor" tell the reader about her feelings? (2021) (21) In paragraph 6 of the selection from The Boston Girl, what does the description of Miss Chevalier emphasize? (2021) (22) Read paragraph 1 of the selection from The Boston Girl. [The settlement house was a four-story building that stood out from everything else in the neighborhood. It was new with yellow bricks instead of red. It had electricity in all the rooms so at night it lit up the street like a lantern.] Why does Addie compare the settlement home to a lantern in the paragraph? (2021) 23 Which theme is explored in the selection from The Boston Girl? (2021)
D. 5 A	Analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development	(33) The author uses ellipses primarily to --(2013)

<p>New TEKS</p>	<p>E1.6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development</p>	
<p>D.5 B</p> <p>New TEKS</p>	<p>Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils</p> <p>E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils</p>	<p>(8) The hostess can best be described as --(2013)</p> <p>(9) The American faces the challenge of --(2013)</p> <p>(30) Which sentence best supports the idea that the old couple is still in love after many years? (2013)</p> <p>(31) The narrator faces a major conflict over how to --(2013)</p> <p>(25) Which sentence provides the strongest evidence that Jim appreciates what his uncles are doing for him? (2014)</p> <p>(27) Which line provides the best evidence that Jim has high expectations for himself? (2014)</p> <p>(28) From paragraph 5, the reader can infer that the three uncles — (2014)</p> <p>(47) From paragraphs 11 through 13, what can the reader infer about the narrator’s relationship with his father? (2015)</p> <p>(45) Read these sentences from paragraph 3. These sentences imply that Mrs. Lapidus— (2016)</p> <p>(46) In paragraph 26, Ashoke can best be described as— (2016)</p> <p>(49) The description of the setting in the last paragraph of the story suggests that Gogol will— (2016)</p> <p>(48) The dialogue in paragraph 5 reveals—(2017)</p> <p>(49) The description of Aunt Jessie in paragraph 3 emphasizes that she—(2017)</p> <p>(50) Which quotation provides the best evidence of the narrator’s sensitivity? (2017)</p> <p>(52) In comparison to what the other children spend their money on at the store, the narrator’s purchase makes her seem—(2017) (21)</p> <p>Read these sentences from paragraph 4. In these sentences, the author depicts the daughter as—(2018)</p> <p>(22) Read this quotation from paragraph 4. What does this quotation reveal about the narrator’s conflict? (2018)</p> <p>(23) What do the narrator’s actions in paragraph 5 reveal about his relationship with his daughter? (2018)</p> <p>(25) Which sentence best explains the narrator’s reluctance to buy the American apples? (2018)</p> <p>(43) What does T. J.’s climb back up the fire escape in paragraph</p>

		28 reveal about him? (2019) (24) Which quotation from the selection from The Boston Girl best emphasizes Miss Chevalier’s compassionate nature? (2021)
D.5 C	Analyze the way in which a work of fiction is shaped by the narrator’s	(49) Which sentence best describes how the author uses point of view in the selection? (2015)

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	point of view;	(46) The story is told from the perspective of – (2017)
		(38) What does the point of view used in the excerpt help the reader understand? (2019)

Reading/Comprehension of Literary Text/Literary Nonfiction.

Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.

SE	TEKS	Question Stems
D.6 Fig. 19B	Students understand, make inferences and draw conclusions about varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding.	(43) What did young Skippy Oglesby and the author’s father have in common? (2016)
		(22) What is the author’s tone in this essay? (2017) (28) Paragraph 4 is significant because it highlights the – (2018) (31) Which quotation best conveys the author’s message? (2018) (32) The description of the grandfather in paragraph 12 implies that he— (2018)
D.6 A	Analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	(29) The figurative language in paragraph 2 suggests that for the narrator the boxwood bushes are a symbol of – (2015)
		(30) The tone of the passage can best be described as —(2015)
		(31) Based on how the narrator describes her childhood, readers can conclude that she —(2015)
		(33) In paragraph 12, the narrator’s father is portrayed as (2015)
		(40) Read the following quotation from paragraph 8. [<i>“Why didn’t this look too good to be true? I guess because I was fourteen.”</i>] In these sentences, Skippy Oglesby suggests that as a teenager-- (2016) (42) By asking a series of questions in Paragraph 12, the author emphasizes his— (2016) (44) In paragraphs 1 and 15, the author shows— (2016)
		(19) The author uses descriptive examples in paragraph 4 to – (2017)
		(20) The author uses similes at the end of paragraph 3 to highlight— (2017)

		(25) Read this sentence from paragraph 5. [boxed text] The author uses a metaphor in this sentence to— (2017)
Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:		
SE	TEKS	Question Stems
D.7 Fig 19 B	Explain the role of irony, sarcasm, and paradox in literary works	(26) What does the poet mean by the lines “suddenly everything is a metaphor for how/short a time we are granted on earth”? (2013)
New TEKS	E1.4(F) make inferences and use evidence to support understanding	(29) In paragraph 6, what is the effect of the author’s use of figurative language? (2013)
	E1.5(G) discuss and write about the explicit or implicit meanings of text	(26) Read the following from paragraph 8. Why does the author use personification in this quotation? (2014) (41) Which paragraph from the selection provides imagery that gives a sense of the father’s personality? (2016)
	E1.5(C) use text evidence and original commentary to support a comprehensive response	(50) The description of Mrs. Lapidus and Gogol in paragraph 3 create a contrast between a – (2016)
		(51) In paragraph 2, the “first frost” represents— (2017)

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D. 7A	Explain the role of irony, sarcasm, and paradox in literary works	(27) The author compares the pieces of her grandfather’s collection to “dear old friends” in paragraph 2 to suggest that the grandfather— (2018) (33) What does the act of buying and selling the gold nugget represent? (2018) (30) Read this quote from paragraph 12. [boxed text] How is irony demonstrated in this quotation? (2018) (45) In paragraph 32, what does the blade of grass represent for T. J.? (2019) (48) What does the desk represent in the poem?
New TEKS	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	(2019) No test questions

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
D.8 A	Explain the controlling idea and specific purpose of an expository	(1) Nirmal Jindal believes that the purpose of Gupta’s airplane is to -- (2013)

New TEKS	<p>text and distinguish the most important from the less important details that support the author's purpose</p> <p>E1.7(D) analyze characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion</p>	(17) The author includes the information in paragraph 4 to --(2013)
		(18) According to the selection, why was it not surprising that younger athletes were the first to use the Fosbury Flop? (2013)
		(29) The author's purpose for writing this selection is to —(2014)
		(48) In which line from the article does the author reveal how she would like others to respond to her lack of hearing? (2014)
		(38) What is the primary purpose of the article? (2015) (27) According to the author, Pat Summitt learned important lessons about how to face difficult circumstances from her time spent— (2016) (28) Tara VanDerveer thinks Pat Summitt is equipped to handle her illness because of-- (2016) (30) The selection is mainly about-- (2016) (30) Which sentence best states the main idea of the selection? (2017) (43) Which quotation best supports the main idea of the selection? (2017)
		(19) Which sentence from "A Baseball School for Big-League Dreamers" best supports the main idea of the article? (2019) (22) The author wrote "A Baseball School for Big-League Dreamers" primarily to — (2019) (26) What is the author's purpose for mentioning the children's race through the house? (2019) (30) Which quotation best expresses the author's viewpoint about being an "also-ran"? (2019) (32) What is the main idea of the selection? (2019) (39) What is the primary purpose of this article? (2021) (47) Which quotation provides the best evidence that most people were not familiar with automobiles in 1903? (2021) (48) What is the author's main purpose for writing this article? (2021) (52) Which detail best supports the idea that Jackson and Crocker were inventive? (2021)

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<p>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:</p>		
SE	TEKS	Question Stems
D.9 A	Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion	(6) What is the best summary of the selection? (2013)
		(43) Which of these is the best summary of the article?

New TEKS	E1.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(2015) (26) Which of these best summarizes the article? (2016)
D.9 B	Differentiate between opinions that are substantiated and unsubstantiated in the text;	(30) The author includes the quotation in paragraph 16 primarily to substantiate the opinion that —(2014)
New TEKS	E1.7(D) analyze characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion	(42) Why does the author say that yawning “isn’t a very big problem”? (2015) (21) Read this quotation from paragraph 13. <i>“Ketchum Marsh is one of the most successful stories that will come out of IMG,” Bolek says, focusing not just on baseball, but on life.</i> What evidence does the author present in the article to support the opinion expressed in this quotation? (2019)
D.9 C	Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns	(2) Why does the author use sentence fragments to begin the article? (2013)
New TEKS	E1.7(D) analyze characteristics and structural elements of informational texts such as: (ii) multiple organizational patterns within a text to develop the thesis E1.8(B) analyze use of text structure to achieve the author's purpose	(3) The author includes quotations from Gupta primarily to --(2013)
		(4) In which line does the author use figurative language to explain why people participate in the simulation? (2013)
		(5) The first and last paragraphs offer which contradictory opinions? (2013)
		(15) Why does the author include details about the “scissors” style of high jumping? (2013)
		(16) What can the reader conclude from paragraph 5? (2013)
		(19) The author organizes the selection by --(2013)
		(20) The author ends the selection with information about Fosbury’s later life in order to show --(2013)
		(31) From paragraph 9, the reader can infer that Crystal was —(2014)
		(32) Which line provides the strongest evidence that Crystal gained the trust of his childhood hero? (2014)
		(40) Which line suggests that seeing someone else yawn is not the only way to experience contagious yawning? (2015)
		(41) The author uses an aside in paragraph 3 to —(2015)
(24) Read this sentence from paragraph 16. (<i>And she became an ambassador as much as coach, allowing television cameras into the locker room, willing play almost any team on almost any court</i>) In this sentence, the author is trying to show that Summitt— (2016)		
(25) What does the author end the article with a quotation? (2016)		

		(27) By discussing the various people who use Little Free Libraries, the author—(2017)
		(28) In cultures around the world, the Little Free Libraries are—(2017)
		(29) From Paragraph 14, the reader can infer that the author—(2017)
		(31) the author uses parentheses in paragraphs 10 and 14 to —(2017)
		(33) The author organizes the selection by—(2017)

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		<p>(20) Based on the article, the coaches at IMG can best be described as —(2019)</p> <p>(23) Read paragraph 21. <i>Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to “the show.”</i> What does this sentence suggest?</p> <p>(25) What can the reader conclude from the interaction between the pitching coach and Cameron Varga in paragraphs 17 through 20? (2019)</p> <p>(50) How does the author mainly organize the article? (2021)</p>
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E1.9D	<p>E1.9(D) SUPPORTING STANDARD synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence</p> <p>New TEKS</p> <p>E1.4(A) establish purpose for reading assigned and self-selected texts</p> <p>E1.4(E) make connections to personal experiences, ideas in other texts, and society</p> <p>E1.4(H) synthesize information from two texts to create new understanding</p> <p>E1.5(C) use text evidence and original commentary to support a comprehensive response</p>	Not previously tested
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Reading/Comprehension of Informational Text/Persuasive Text

Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

SE	TEKS	Question Stems
D. 10	Students analyze, make inferences and	(45) Why does the author use sensory images in paragraph 3? (2014)

Fig 19 B	draw conclusions about persuasive text and provide evidence from text to support their analysis.	(46) In which line does the author use alliteration to support the primary message of the selection? (2014)
		(50) Why does the author conclude the article by addressing the reader directly? (2014) (32) Which line demonstrates the author’s realization that she may have overestimated her abilities? (2016)
		(42) In paragraph 11, the author uses personification to show that the computer— (2017)
		(44) The author’s position about the Internet is that— (2017)
		(27) Based on the information presented in the essay, what is one message the reader can infer? (2019) (29) The author includes quotations in paragraph 8 primarily to — (2019) (31) What can the reader conclude from paragraph 3? (2019)
D.10 A	Analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience;	(47) Read this sentence from paragraph 15. The author makes this statement to suggest that —(2014)
		(49) In paragraph 9, the author suggests that when she started using a hearing aid, she —(2014)
		(23) Read this sentence from paragraph 4. [I always knew when she was making something, because she would be singing or humming.] How is this sentence significant to the author’s central argument? (2015)

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		(24) Which sentence best describes the author’s attitude toward art? (2015)
		(25) The author supports his argument primarily with evidence drawn from —(2015)
		(26) The author tells the story of painting the Baskin-Robbins windows in order to support his belief that —(2015)
		(31) Read this sentence from paragraph 3. [<i>One honest glance told me that only by unglamorous hard work over quite a few years would this gangling, unsure Arkansas girl be transformed into my dream of a fine actress</i>] In this sentence, the author admits that — (2016) (33) In paragraph 2, the author suggests that—(2016)
		(40) What evidence does the author provide to support the claims he makes in paragraphs 5 through 7? (2017)
		(45) In the article, paragraph 15 functions as — (2017)

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
D. 11 Fig 19B	Make complex inferences about text and use textual evidence to support understanding by understanding how to glean and use information in procedural texts and documents.	Which inference about Little Free Libraries from the article does the map support? (2017) (24) What does the graphic best suggest about the different levels of baseball competition? (2019)
D. 11 A	Analyze the clarity of the objective(s) of procedural texts (e.g., consider reading instructions for software, warranties, consumer publications)	(44) Which of the following statements best characterizes the objective of the boxed information about yawning? (2015)
		(21) The primary purpose of the series of drawings is to help the reader --(2013)
D.11 B	Analyze factual, quantitative, or technical data presented in multiple graphical sources	(7) What is the primary purpose of the map? (2013)
Reading/Media Literacy.		
Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		
SE	TEKS	Question Stems
D. 12 Fig 19 B	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	(13) The books recommended on the website all relate to which aspect of "The Dinner Party"? (2013)
		(33) What is the purpose of the photo diagram of Mickey Mantle's two home runs? (2014)
		(27) The author of the boxed information about Walker most likely chose to use the word "abounds" in the title because Walker —(2015)
		(29) What is the primary purpose of the photos of Pat Summitt? (2016)
		(34) The title of the boxed information, "A Dream Realized," best reflects the juxtaposition of which two concepts? (2016)
		(41) Why is a cartoon an effective accompaniment to the selection? (2017)

<p>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:</p>		
SE	TEKS	Question Stems
<p>Fig 19 B</p> <p>New TEKS</p>	<p>Make complex inferences about text and use textual evidence to support understanding</p>	<p>SAQ: After reading “Postcard: new Delhi,” do you think Gupta’s modified airplane is a good idea? Explain your answer and support it with evidence from the selection. (2013)</p>
	<p>E1.4(F) make inferences and use evidence to support understanding</p>	<p>(34) Which quotation from “I Wish I Was a Poet” best reflects the speaker’s overall experience in “Sunday Morning Early”? (2013)</p>
	<p>E1.5(C) use text evidence and original commentary to support a comprehensive response</p>	<p>(35) Which two actions in the selections have a similar meaning? (2013)</p>
	<p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>(36) What is one difference between the speaker of “Sunday Morning Early” and the narrator of “I Wish I was a Poet”? (2013)</p>
	<p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>(37) The mood of both selections is --(2013)</p>
	<p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>(38) What do the daughter in “Sunday Morning Early” and Marge in “I Wish I Was a Poet” have in common? (2013)</p>
	<p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>SAQ: What message do you think the speaker in “Sunday Morning Early” and the narrator of “I Wish I Was a Poet” are trying to convey? Explain your answer and support it with evidence from both selections. (2013)</p>
	<p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>(34) While “A Crystal-Clear Love Affair” focuses on a man who is a celebrity, “Jim at Bat” focuses on a boy who is —(2014)</p>
	<p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>(35) Read these quotations. Which of these best describes the difference in tone between the two quotations? (2014)</p>
	<p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>(36) Both selections explore the theme of baseball —(2014)</p>
	<p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>(37) Which element is the same for both selections? (2014)</p>
	<p>E1.5(G) discuss and write about the explicit or implicit meanings of text</p>	<p>SAQ: What is one similarity between the boy in “Jim at Bat” and Billy Crystal in “A Crystal-Clear Love Affair”? Explain your answer and support it with evidence from both selections. (2014)</p> <p>SAQ: After reading “Hearing the Sweetest Songs,” do you think the author considers herself disabled? Explain your answer and support it with evidence from the selection. (2014)</p>

	<p>(34) Read these quotations. [I believe that the highest quality of life is full of art and creative expression and that all people deserve it.] <i>-Creative Solutions to Life's Challenges</i> [After supper sometimes we'd walk out to a neighbor's house, or else we'd just sit and talk or play the hand-cranked Victrola.] <i>-Back Home</i> Which sentence best describes the difference in tone between the two quotations? (2015)</p>
	(35) As children, the authors of both selections had —(2015)
	(36) Unlike the author of "Creative Solutions to Life's Challenges," the author of "Back Home" grew up —(2015)
	(37) What does food represent in the two selections? (2015)

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

		<p>Libraries expresses a similar sentiment? (2017)</p> <p>(36) Both the traditional libraries described in “Hunger for Books” and the Little Free Libraries in the other article are described as— (2017)</p> <p>(37) Which quotation from “The Low-Tech Appeal of Little Free Libraries” best supports the message of “Hunger for Books”? (2017) (38) While “Hunger for Books” emphasizes the personal experience of reading, “The Low-Tech Appeal of Little Free Libraries” – (2017)</p> <p>(34) Which quotation from “American Apple” best reflects an experience similar to that of the grandfather in the excerpt from <i>Bend, Not Break: A Life in Two Worlds</i>? (2018)</p> <p>(35) What is the difference in the way China is described in the two selections? (2018)</p> <p>(36) Which statement explains the difference between the apples in “American Apple” and the grandfather’s collection in the excerpt from <i>Bend, Not Break: A Life in Two Worlds</i>? (2018)</p> <p>(37) Which statement best describes a difference between the two selections? (2018)</p> <p>(38) What is one idea explored in both “American Apple and the excerpt from <i>Bend, Not Break: A Life in Two Worlds</i>? (2018)</p> <p>(33) Both Ketchum Marsh in “A Baseball School for Big-League Dreamers” and the author of “I Believe in the Also-Rans” — (2019) (34) Read this sentence from paragraph 2 of “I Believe in the Also Rans.” <i>As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important.</i> Which sentence from “A Baseball School for Big-League Dreamers” contrasts with the attitude expressed in the sentence from “I Believe in the Also-Rans”? (2019) (33) Which quotation from the selection from <i>The Boston Girl</i> best identifies the conflict in the poem “Sybil Ludington’s Ride”? (2021) (34) How does Addie in the selection from <i>The Boston Girl</i> differ from Sybil in the poem “Sybil Ludington’s Ride”? (2021) (35) Both Addie from the selection from <i>The Boston Girl</i> and Sybil from the poem “Sybil Ludington’s Ride” respond to —(2021) 36 What do both the selection from <i>The Boston Girl</i> and the poem “Sybil Ludington’s Ride” indicate about the young women? (2021) 37 While the selection from <i>The Boston Girl</i> focuses on a young woman who gains confidence from a mentor, the poem “Sybil Ludington’s Ride” focuses on —(2021)</p>
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