|  |
| --- |
| **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:  |
| **SE** | **TEKS** | **Question Stems** |
| D.1 B | Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words | (10) Which words from paragraph 7 best help the reader understand the use of the word *arresting*? (2013)***Your Rephrased question:*** |
| (14) Which expression from paragraph 8 means “to glorify”? (2013)***Your Rephrased question:*** |
| (22) Which words best help the reader understand the meaning of the word *russet* in line 8? (2013)***Your Rephrased question:*** |
| (23) Which words best help the reader understand the meaning of the word indistinct in paragraph 4? (2014)***Your Rephrased question:*** |
| (39) In paragraph 17, the word contorts means —(2014)***Your Rephrased question:*** |
| (32) In paragraph 10, the word reverie means —(2015)***Your Rephrased question:*** |
| (39) In paragraph 3, which word means “passed” or “slipped by”? (2015)***Your Rephrased question:*** |
| **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 tosupport their understanding. |
| **SE** | **TEKS** | **Question Stems** |
| D.2Fig 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. | (38) A major theme explored in this play is —(2014)***Your Rephrased question:*** |
|  | (28) Which sentence best reflects a primary theme of the selection? (2015)***Your Rephrased question:*** |
| (45) This excerpt can best be described as exploring the theme of —(2015)***Your Rephrased question:*** |
| D.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)***Your Rephrased question:*** |
| **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** |
| D.3Fig 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)***Your Rephrased question:*** |
| (25) Which line best explains why the speaker begins to speak at the end of the poem but then stops? (2013)***Your Rephrased question:*** |
| (27) What is the most likely reason the poet ends the first stanza after line 13? (2013)***Your Rephrased question:*** |
| D.3 A | Analyze the effects of diction and imagery (e.g., controlling images, figurative language, under-statement, overstatement, irony, paradox) in poetry | (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)***Your Rephrased question:*** |
| **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. Studentsare expected to: |
| **SE** | **TEKS** | **Question Stems** |
| D.4Fig 19 B | Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. | (43) The reader can infer that George is using the promise of letting Lennie “tend the rabbits” —(2014)***Your Rephrased question:*** |
| D.4 A | Explain how dramatic conventions (e.g., monologues, soliloquies, dramatic iro­ny) enhance dramatic text.  | (40) The dialogue in paragraphs 1 and 2 establishes that the relationship between George and Lennie is most similar to —(2014)***Your Rephrased question:*** |
| (41) Which line of dialogue provides the best evidence that Lennie has low self-esteem? (2014)***Your Rephrased question:*** |
| (42) The stage directions in paragraphs 3 and 6 provide evidence that for George, his speech about the future has become —(2014)***Your Rephrased question:*** |
| (44) The stage directions in paragraphs 5 and 7 emphasize Lennie’s —(2014)***Your Rephrased question:*** |
| **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.5Fig 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 | (11) What is the primary purpose of paragraph 1? (2013)***Your Rephrased question:*** |
| (12) Which of these is an example of irony in the story? (2013)***Your Rephrased question:*** |
| (46) The details about the size of the creek in paragraph 1 are significant to the story’s plot because —(2015)***Your Rephrased question:*** |
| (48) What is left unresolved at the end of the story? (2015)***Your Rephrased question:*** |
| (50) The tone of the story becomes increasingly —(2015)***Your Rephrased question:*** |
| 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)***Your Rephrased question:*** |
| D.5 B | Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils | (8) The hostess can best be described as --(2013)***Your Rephrased question:*** |
| (9) The American faces the challenge of --(2013)***Your Rephrased question:*** |
| (30) Which sentence best supports the idea that the old couple is still in love after many years? (2013)***Your Rephrased question:*** |
| (31) The narrator faces a major conflict over how to --(2013)***Your Rephrased question:*** |
| (25) Which sentence provides the strongest evidence that Jim appreciates what his uncles are doing for him? (2014)***Your Rephrased question:*** |
| (27) Which line provides the best evidence that Jim has high expectations for himself? (2014)***Your Rephrased question:*** |
| (28) From paragraph 5, the reader can infer that the three uncles —(2014)***Your Rephrased question:*** |
| (47) From paragraphs 11 through 13, what can the reader infer about the narrator’s relationship with his father? (2015)***Your Rephrased question:*** |
| D.5 C | Analyze the way in which a work of fiction is shaped by the narrator’spoint of view; | (49) Which sentence best describes how the author uses point of view in the selection? (2015)***Your Rephrased question:*** |
| **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 A | Analyze how literary essays interweave personal examples andideas with factual informationto 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)***Your Rephrased question:*** |
| (30) The tone of the passage can best be described as —(2015)***Your Rephrased question:*** |
| (31) Based on how the narrator describes her childhood, readers can conclude that she —(2015)***Your Rephrased question:*** |
| (33) In paragraph 12, the narrator’s father is portrayed as (2015)***Your Rephrased question:*** |
| **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.7Fig 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)***Your Rephrased question:*** |
| (29) In paragraph 6, what is the effect of the author’s use of figurative language? (2013)***Your Rephrased question:*** |
| (26) Read the following from paragraph 8.Why does the author use personification in this quotation? (2014)***Your Rephrased question:*** |
| **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 text and distinguish the most important from the less important details that support the author’s purpose | 1. Nirmal Jindal believes that the purpose of Gupta’s airplane is to --(2013)

***Your Rephrased question:*** |
| (17) The author includes the information in paragraph 4 to --(2013)***Your Rephrased question:*** |
| (18) According to the selection, why was it not surprising that younger athletes were the first to use the Fosbury Flop? (2013)***Your Rephrased question:*** |
| (29) The author’s purpose for writing this selection is to —(2014)***Your Rephrased question:*** |
| (48) In which line from the article does the author reveal how she would like others to respond to her lack of hearing? (2014)***Your Rephrased question:*** |
| (38) What is the primary purpose of the article? (2015)***Your Rephrased question:*** |
| **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:  |
| **SE** | **TEKS** | **Question Stems** |
| D.9 A | 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)***Your Rephrased question:*** |
| (43) Which of these is the best summary of the article? (2015)***Your Rephrased question:*** |
| 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)***Your Rephrased question:*** |
| (42) Why does the author say that yawning “isn’t a very big problem”? (2015)***Your Rephrased question:*** |
| D.9 C | Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns | 1. Why does the author use sentence fragments to begin the article? (2013)

***Your Rephrased question:*** |
| 1. The author includes quotations from Gupta primarily to --(2013)

***Your Rephrased question:*** |
| 1. In which line does the author use figurative language to explain why people participate in the simulation? (2013)

***Your Rephrased question:*** |
| 1. The first and last paragraphs offer which contradictory opinions? (2013)

***Your Rephrased question:*** |
| (15) Why does the author include details about the “scissors” style of high jumping? (2013)***Your Rephrased question:*** |
| (16) What can the reader conclude from paragraph 5? (2013)***Your Rephrased question:*** |
| (19) The author organizes the selection by --(2013)***Your Rephrased question:*** |
| (20) The author ends the selection with information about Fosbury’s later life in order to show --(2013)***Your Rephrased question:*** |
| (31) From paragraph 9, the reader can infer that Crystal was —(2014)***Your Rephrased question:*** |
| (32) Which line provides the strongest evidence that Crystal gained the trust of his childhood hero? (2014)***Your Rephrased question:*** |
| (40) Which line suggests that seeing someone else yawn is not the only way to experience contagious yawning? (2015)***Your Rephrased question:*** |
| (41) The author uses an aside in paragraph 3 to —(2015)***Your Rephrased question:*** |
| **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. 10Fig 19 B | Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.  | (45) Why does the author use sensory images in paragraph 3? (2014)***Your Rephrased question:*** |
| (46) In which line does the author use alliteration to support the primary message of the selection? (2014)***Your Rephrased question:*** |
| (50) Why does the author conclude the article by addressing the reader directly? (2014)***Your Rephrased question:*** |
| 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)***Your Rephrased question:*** |
| (49) In paragraph 9, the author suggests that when she started using a hearing aid, she —(2014)***Your Rephrased question:*** |
| (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)***Your Rephrased question:*** |
| (24) Which sentence best describes the author’s attitude toward art? (2015)***Your Rephrased question:*** |
| (25) The author supports his argument primarily with evidence drawn from —(2015)***Your Rephrased question:*** |
| (26) The author tells the story of painting the Baskin-Robbins windows in order to support his belief that —(2015)***Your Rephrased question:*** |
| **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 A | Analyze the clarity of the objective(s) of procedural texts (e.g., consider reading instructions for software, warranties, consumer publications) | (21) The primary purpose of the series of drawings is to help the reader --(2013)***Your Rephrased question:*** |
| (44) Which of the following statements best characterizes the objective of the boxed information about yawning? (2015)***Your Rephrased question:*** |
| D.11 B | Analyze factual, quantitative, or technical data presented in multiple graphical sources | 1. What is the primary purpose of the map? (2013)

***Your Rephrased question:*** |
| **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. 12Fig 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)***Your Rephrased question:*** |
| (33) What is the purpose of the photo diagram of Mickey Mantle’s two home runs? (2014)***Your Rephrased question:*** |
| (27) The author of the boxed information about Walker most likely chose to use the word “abounds” in the title because Walker —(2015)***Your Rephrased question:*** |
| **Reading/Comprehension Skills (Figure 19)**Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:  |
| **SE** | **TEKS** | **Question Stems** |
| Fig 19 B | Make complex inferences about text and use textual evidence to support understanding | SAQ: After reading “Postcard: new Delhi,” do you think Gupta’s modified airplane is a good idea? Explain your answer and support it with evidence from the selection. (2013)***Your Rephrased question:*** |
| (34) Which quotation from “I Wish I Was a Poet” best reflects the speaker’s overall experience in “Sunday Morning Early”? (2013)***Your Rephrased question:*** |
| (35) Which two actions in the selections have a similar meaning? (2013)***Your Rephrased question:*** |
| (36) What is one difference between the speaker of “Sunday Morning Early” and the narrator of “I Wish I was a Poet”? (2013)***Your Rephrased question:*** |
| (37) The mood of both selections is --(2013)***Your Rephrased question:*** |
| (38) What do the daughter in “Sunday Morning Early” and Marge in “I Wish I Was a Poet” have in common? (2013)***Your Rephrased question:*** |
| 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)***Your Rephrased question:*** |
| (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)***Your Rephrased question:*** |
| (35) Read these quotations. Which of these best describes the difference in tone between the two quotations? (2014)***Your Rephrased question:*** |
| (36) Both selections explore the theme of baseball —(2014)***Your Rephrased question:*** |
| (37) Which element is the same for both selections? (2014)***Your Rephrased question:*** |
| **Short Answer Response**: 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)***Your Rephrased question:*** |
| **Short Answer Response**: 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) ***Your Rephrased question:*** |
|  |  | (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.] -*Creative Solutions to Life’s Challenges*[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.]-*Back Home*Which sentence best describes the difference in tone between the two quotations? (2015)***Your Rephrased question:*** |
| (35) As children, the authors of both selections had —(2015)***Your Rephrased question:*** |
| (36) Unlike the author of “Creative Solutions to Life’s Challenges,” the author of “Back Home” grew up —(2015)***Your Rephrased question:*** |
| (37) What does food represent in the two selections? (2015)***Your Rephrased question:*** |
| **Short Answer Response**: 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)***Your Rephrased question:*** |
| **Short Answer Response**: 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)***Your Rephrased question:*** |
| **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:  |
| **SE** | **TEKS** | **Question Stems** |
| D. 13 C | Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience and genre have been addressed | 1. What is the most effective revision to make in sentence 3? (2013)

***Your Rephrased question:*** |
| (5) Leah has not used the best choice of words in sentence 18. What change should she make? [change promotion to performance] (2013)***Your Rephrased question:*** |
| 1. What is the most effective way to combine sentences 6 and 7? (2013)

***Your Rephrased question:*** |
| 1. What is the most effective revision to make in sentence 16? (2013)

***Your Rephrased question:*** |
| 1. Gina did not use an effective transition to help the reader move from sentence 22 to sentence 23. Which transition word or phrase should replace ***In other words***? (2013)

***Your Rephrased question:*** |
| 1. The meaning of sentence 3 is not clear. Adam can help clarify what he is trying to say in this sentence by replacing the pronoun ***they*** with --(2013)

***Your Rephrased question:*** |
| 1. What is the most effective way to revise sentence 7? (2013)

***Your Rephrased question:*** |
| 1. What is the most effective way to combine sentences 10 and 11? (2014)

***Your Rephrased question:*** |
| 1. Damian would like to use a more appropriate transition in sentence 14. Which of the following is the best replacement for Therefore? (2014)

***Your Rephrased question:*** |
| 1. What is the most effective way to revise sentence 21? (2014)

***Your Rephrased question:*** |
| 1. The meaning of sentence 23 is unclear. What is the most effective way to clarify the meaning of this sentence?(2014)

***Your Rephrased question:*** |
| (10) Katy wants to use a more appropriate word than questions in sentence 23. Which of these could best replace the word questions?(2014)***Your Rephrased question:*** |
| 1. What is the most effective way to revise sentence 2? (2015)

***Your Rephrased question:*** |
| 1. What is the most effective way to combine sentences 7 and 8? (2015)

***Your Rephrased question:*** |
|  |  | 1. What is the most effective transition to add to the beginning of sentence 18? (2015)

***Your Rephrased question:*** |
| (10) The meaning of sentence 22 is unclear. What is the most effective way to clarify the meaning of this sentence? (2015)***Your Rephrased question:*** |
| 1. What is the most effective way to revise sentence 26? (2015)

***Your Rephrased question:*** |
| D.13 D | Edit drafts for grammar, mechanics, and spelling | (19) What change, if any, is needed in sentence 16? [change ***it*** to ***them***] (2013)***Your Rephrased question:*** |
| (20) What change, if any, needs to be made in sentence 24? [Change ***then*** to ***than***] (2013)***Your Rephrased question:*** |
| (23) What change, if any, should be made in sentence 1? [change ***natural*** to ***naturally***] (2013)***Your Rephrased question:*** |
| 1. What change is needed in sentence 9? [Change to old to too old] (2014)

***Your Rephrased question:*** |
| (20) What change needs to be made in sentence 15? [Change it to them] (2014)***Your Rephrased question:*** |
| (22) What change needs to be made in sentence 21? [Change affects to effects] (2014)***Your Rephrased question:*** |
| (12) What change should be made in sentence 2? (2015)***Your Rephrased question:*** |
| (16) What change should be made in sentence 29? (2015)***Your Rephrased question:*** |
| (18) How should sentence 8 be changed? (2015)***Your Rephrased question:*** |
| **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:  |  | (10) Which sentence could best be added after sentence 24 to support the idea expressed in this sentence? (2013) |
| **SE** | **TEKS** | **Prompt** |
| D. 15 A **(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** **(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**D. 16 D **(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:  | Write an analytical essay of sufficient length that includes:(i) effective introductory and concluding paragraphs and a variety of sentence structures(ii) rhetorical devices, and transitions between paragraphs(iii) a controlling idea or thesis(iv) an organizing structure appropriate to purpose, audience, and context(v) relevant information and valid inferences | EXPOSITORY ESSAY PROMPT: Write an essay explaining why it is sometimes necessary to take a chance. (2013)***Your Rephrased question:*** |
| 1. Katy wants to create a more effective thesis statement for her paper. Which of the following could replace sentence 4 and more accurately convey the thesis of this paper?(2014)

***Your Rephrased question:*** |
| 1. Katy’s transition from the second paragraph (sentences 5–9) to the third paragraph (sentences 10–14) is weak. Which of the following could best replace sentence 10 and provide a more effective transition between these two paragraphs? (2014)

***Your Rephrased question:*** |
| (9) Katy realizes that she left the following detail out of the fourth paragraph (sentences 15–22).Where is the most effective place to insert this sentence?(2014)***Your Rephrased question:*** |
| (11) Katy would like to add a quotation to the end of her paper to directly support the idea expressed in sentence 28. Which of the following could best follow and support sentence 28?(2014)***Your Rephrased question:*** |
| EXPOSITORY ESSAY PROMPT: Write an essay explaining whether failure can strengthen a person. (2014)***Your Rephrased question:*** |
| (3) Danny would like to add the following detail to the second paragraph (sentences 6–16). [He was a top-ten runner on the track and cross country teams at Copper Hills High School.]Where is the most effective place to insert this sentence? (2015)***Your Rephrased question:*** |
| (5) Danny would like to add a relevant quotation to the end of the third paragraph (sentences 17–22). Which of the following could best follow sentence 22 and helpsupport the ideas in this paragraph? (2015)***Your Rephrased question:*** |
| (6) Danny ended his paper abruptly. Which sentence could be added after sentence 32 to bring this paper to a more effective close? (2015)***Your Rephrased question:*** |
| 1. Julio did not write an effective thesis for this paper. He would like to delete sentences 4 and 5 and replace them with two sentences that better articulate his thesis. Which of the following should he use? (2015)

***Your Rephrased question:*** |
| 1. Julio’s transition from the second paragraph sentences 6–13) to the third paragraph (sentences 14–18) is weak. Which of the following could best replace sentence 14 and provide a more effective transition between these two paragraphs? (2015)

***Your Rephrased question:*** |
| 1. Which sentence can Julio add after sentence 17 to provide additional support for the ideas presented in the third paragraph (sentences 14–18)? (2015)

***Your Rephrased question:*** |
| PROMPT: Write an essay explaining how actions can be more powerful than words. (2015)***Your Rephrased question:*** |
| **SE** | **TEKS** | **Questions** |
| D. 16 DD. 16 E**Oral and Written Conventions/Conventions.** 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.  | An organizing structure appropriate to the purpose, audience, and context | 1. How can Adam revise sentence 25 to more clearly emphasize the thesis of his paper? (2013)

***Your Rephrased question:*** |
| Damian has not effectively stated the position he is taking in this paper. Which of the following could best replace sentence 7 and provide a stronger position statement for Damian’s paper? (2014)***Your Rephrased question:*** |
| 1. (2) Leah wants to add the following idea to the second paragraph (sentence 4-9). [*Some resort to the faster a la carte line to grab chips and a drink; others skip lunch altogether*] Reread the paragraph carefully. Where is the most effective place to add this sentence? (2013)

***Your Rephrased question:*** |
| D. 16 DD. 16 E**Oral and Written Conventions/Conventions.** 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.  **SE**D. 17 A**Oral and Written Conventions/Conventions.** 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. D. 17 CD. 17 A**Oral and Written Conventions/Conventions.** 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. D. 17 C**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** **(Courses Eng. I–IV)** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.  **SE**D.18 A | An organizing structure appropriate to the purpose, audience, and contextAn analysis of the relative value of specific data, facts, and ideas**TEKS** | (13) Adam wants to improve the transition from the third paragraph (sentences 11-18) to the fourth paragraph (sentences 19-23). How can Adam revise sentence 19 to provide a more effective transition? (2013)***Your Rephrased question:*** |
| 1. Adam would like to add the following detail to the fourth paragraph (sentences 19-23). [*Customers bring their own reusable bags to carry their fresh food home.]* Where should he insert this sentence? (2013)

***Your Rephrased question:*** |
| (6) Damian needs a stronger closing for his paper. Which sentences should he add after sentence 28 to bring his paper to a more effective conclusion? (2014)***Your Rephrased question:*** |
| 1. Leah would like to provide some strong evidence to support the ideas she is proposing the third paragraph (sentences 10-14). Read the following quotations and analyze the information presented in each. Which quotation would be best to insert after sentence 13 to add credibility to the ideas in this paragraph? (2013

***Your Rephrased question:*** |
| D. 17 A | Use and understand the function of the following parts of speech in the context of reading, writing, and speaking(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles)(ii) restrictive and nonrestrictive relative clauses(iii) reciprocal pronouns (e.g., each other, one another) |  |
| **Oral and Written Conventions/Conventions.** 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:  |  | **Question Stems** |
| D. 17 C**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** **(Courses Eng. I–IV)** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. **SE**D.18 A**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** **(Courses Eng. I–IV)** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. D. 18 BD.18 A | Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | (21) What change should be made in sentence 26? [change ***took*** to ***taken***] (2013)***Your Rephrased question:*** |
| D. 17 A | Use and understand the function of the following parts of speech in the context of reading, writing, and speaking(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles)(ii) restrictive and nonrestrictive relative clauses(iii) reciprocal pronouns (e.g., each other, one another) | 1. What change should be made in sentence 31? [Change became to become] (2014)

***Your Rephrased question:*** |
| 1. What is the correct way to write sentences 10 and 11? (2013)

***Your Rephrased question:*** |
| D. 17 C**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** **(Grades 6–7 and Courses Eng. I–IV)** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. **SE**D.18 A**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** **(Courses Eng. I–IV)** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. D. 18 BD.18 A**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** **(Courses Eng. I–IV)** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. D. 18 B**Oral and Written Conventions/Spelling.** Students spell correctly. **SE**D. 19 AD.18 A | Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)**TEKS**Use conventions of capitalization | (22) What is the correct way to write sentence 29? (2013)***Your Rephrased question:*** |
| (25) What is the correct way to write sentence 5? [sentence 5 is correct in the paper] (2013)***Your Rephrased question:*** |
| (26) What is the correct way to write sentence 11? (2013)***Your Rephrased question:*** |
| (14) What is the correct way to write sentence 13? (2014)***Your Rephrased question:*** |
| (21) What is the correct way to write sentences 18 and 19? (2014)***Your Rephrased question:*** |
| (14) What is the correct way to write sentences 17 and 18? (2015)***Your Rephrased question:*** |
| 1. What is the correct way to write sentences 15 and 16? (2015)

***Your Rephrased question:*** |
| 1. What is the correct way to write sentence 21? (2015)

***Your Rephrased question:*** |
|   |