

TAKS Question Models -- Reading 9-11 --Objective 1

1. Which word(s) from paragraph __ help the reader understand the meaning of the word ____?
Answer choices will require students to identify relevant context in order to understand word meaning.
2. Which of these is an antonym for the word ____ in paragraph ____?
3. Read the following dictionary entry:
Word \pro nun ci a tion\ part of speech 1. one definition
2. another definition 3. another definition 4. another definition

Which definition best matches the meaning of the word ____ as it is used in paragraph ____ of the story?
4. Why were (the character/s) trying to (action/goal)?
5. What is paragraph ____ mainly about?
6. What is paragraph ____ mostly about?
7. (Character) became a (career title) because ---
8. Paragraphs __ and __ are mainly about ---
9. Which of these is the best summary of the selection?
Answer choices reflect authentically written short paragraphs.

TAKS Question Models -- Reading 9-11 --Objective 2

1. Paragraph ____ reveals that (character) is ____ Answer choices are feelings and attitudes about a situation.
 2. What (item) symbolize to (character)? Answer choices are abstract nouns: security, poverty, fear, excitement, etc.
 3. How did the (historical time period) affect the boys' ability to (action/goal)?
 4. How does the small-town setting contribute to (character)'s (trait, such as *lack of confidence*)?
 5. In paragraph __, (character) uses a parable to teach (a character) that ---
 6. In paragraph __, (character) (does what) when s/he (another action) because---
 7. In paragraph __, (character) (does what) to--- Students have to recognize how specific actions function to move plot forward.
 8. Which of the following lines expresses a theme of the selection? Students will have to recognize which piece of textual evidence answers the question.
 9. In paragraph __, the author uses sensory images (or any literary device) to describe how it felt to-
 10. In paragraph __, the author uses a simile to--- Students have to recognize how literary language functions to convey meaning.
 11. Paragraph __ represents a --- Answer choices are various literary techniques such as: change in the story's point of view, flashback to an earlier time, comparison of several different cultures, or foreshadowed event of the story
 12. The selection's point of view helps the reader understand--- Answer choices are *why, how, and who*.
 13. In paragraph __, why does the author refer to (classic characters—examples: *Don Quixote* and *Cinderella*)? Answer choices are: *to show, to prove, to provide examples of, to offer examples of*, etc.
- Open-Ended Items:**
1. Why do you think the author waits until the end of the story to reveal the truth about (one character or character's important item)? Answer: Tell the purpose of this specific text structure. AND textual evidence must be present in answer.
 2. Who do you think has the greatest impact on (character)--- (character, character or another influence)? Answer must be supported with textual evidence.
 3. What impact does the point of view (or other literary device) have in (one selection) and (another selection)? Answer must include textual evidence from both selections.
 4. In (one selection), how does (an action or talent—example: *cooking*) connect (a character) to the past? Answer must be supported by the passage.

TAKS Question Models -- Reading 9-11 --Objective 3

1. What is the significance of (some character's action that has a direct relationship to another character)?
2. Why does the author capitalize words in the text (or other textual effects)?
3. The author changes the time frame in paragraphs ___ and ___ in order to --
4. How does the author suggest that (a character) was a powerful influence?
5. (Character)'s answer to Gene in paragraph ___ can be described as --
6. Why doesn't (character) think that (title or something) is a (poem--special form/genre)?
7. From the tone of the first paragraph of the story, the reader can tell that (character) --
8. Near the end of (an event), why did (character) urge (other strong verb) (character) to (do something)?
9. What kind of generalization can be made about (some segment of society) and (a connection to those characters)?

Crossover Item:





1. What conflict do (a character in one selection) and (a character in another selection) share?
2. A turning point in both (character in one story)'s and (character in the other story)'s lives occurred because they---

Visual Representation:

1. The reader can conclude from its name that the company that makes this (product)--
2. The purpose of this advertisement is to --
3. The artist of this cartoon probably wants readers to --Students have to determine message cartoonist wants to communicate.
4. What is the primary message of the cartoon?
5. One underlying message of the poster is that—Students need to deconstruct media (examine various parts) to decode message.

Open-Ended Items:

1. How was the author of (one selection) affected by (an event in the passage)? Answer must use textual evidence.
2. Who do you think is more (descriptive word that links to the title or passage in some way), (one character) or (another character)? Answer choices must use evidence from both selections.
3. How would you evaluate (character)'s (character trait, example: honesty) in telling his story? Answer choices must use evidence from the selection for support.
4. In (one selection), how have the author's experiences shaped her attitude toward others? Answer must be supported with evidence from the selection.
5. How do the parents in (one selection) and (another selection) attempt to (action, example: share cultural heritage with their children)? Answer must include evidence from both selections.

ICON	EXPLANATION	POINTS
	Ah ha! Answered question shows some insight, avoids a superficial response. Could offer analysis of text characteristic. If a cross-over question, refer to BOTH passages.	.5 to 1 points
	Quotes from the passage support the answer and are integrated into the paragraph grammatically. Cross-over question must be supported by quotes from both passages. If the answer proposes two or three items, each assertion must be backed up with a connected quote.	.5 to 1 points
	Commentary provides a global connection or implication between the answer and the quote, such as a lesson learned. The connection may be a thread throughout the answer or it may appear at the end of the paragraph.	.5 to .1 points
	* Paragraph flows smoothly (syntax, makes sense to the reader, strong idea development, etc.) Ideas expressed well, thoughtful ideas articulated clearly, quotes integrated and connected to insight. Used effective grammar and conventions (spelling and mechanics). *not included in the TEA rubric	Total: 3 possible points