

TAKS Stems

Reading Grades 9-10-11

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

- Context clues, roots, suffixes, reference sources, etc.
- Summaries, main ideas, details, figurative language, analogies
- Read in a variety of sources

Stems:

1. What is paragraph ____ mostly about?
2. Paragraphs ____ and ____ are mainly about ____.
3. Which word from paragraph ____ helps the reader understand the meaning of the word ____?
4. Which of these is the best summary of the selection?
5. Which definition best matches the meaning of the word ____?
6. ____ became a ____ because ____ . (cause-effect)
7. Which of these is the antonym for the word ____ in paragraph ____?
8. Why were ____ doing/saying ____?
9. ____ is ____ because ____ . (cause-effect)
10. What, who, when, where ____? (details)
11. The word ____ in paragraph ____ means ____ .

Objective 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

- Use elements of text to defend responses and choices
- Compare and contrast
- Analyze relevance of setting (plot, conflict, etc.)
- Analyze literary language
- Connect to historical context
- Understand literary forms, terms as appropriate

Stems:

1. In paragraph _____ the author uses a simile (figurative language, metaphor) to _____.
2. Paragraph _____ represents a _____.
3. The selection's point of view helps the reader understand _____.
4. In paragraph _____, why does the author refer to _____?
5. How does the _____ setting contribute?
6. In paragraph _____, why does (character) _____ do _____?
7. In paragraph _____, the author uses sensory details to describe how it felt to _____.
8. Which of the following lines expresses a theme of the selection?
9. What is an overall theme of the selection?
10. What has the greatest impact on the character?
11. How does _____ connect to _____?
12. The problem in the story begins when _____.
13. The reason _____ is _____ is that _____.
14. Which sentence from the story best conveys _____?
15. Because this article is written about (past/future) events, the author _____ .
(author's purpose)

16. How does _____ change in the selection?
17. In what way is this selection ironic?
18. Both selections use point of view in order to _____.
19. In paragraphs _____ and _____, the character's thoughts indicate _____.
20. The reason the author alludes to _____ is _____.
21. The author develops the selection primarily through _____.
22. Why does the author use _____ in paragraph _____?
23. In the essay, the author supports the thesis with _____.

Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

- Discriminate connotative and denotative definitions
- Read and understand analogies
- Analyze text structures (cause/effect, compare/contrast, chronology)
- Draws inferences including character's motives and author's purpose
- Historical context
- Literary responses with justification from text
- Patterns of organization
- Credibility and motivation
- Faulty modes of persuasion

Viewing/Representing

- Analyze relationships in media
- Purposes of media forms
- Deconstruct media to get main idea
- Evaluate and critique persuasive techniques

Stems:

1. From the tone of paragraph ____, the reader can tell that ____.
2. Why does ____ think ____?
3. The audience that would relate best to this selection is probably ____.
4. What kind of generalizations can be made about ____?
5. A turning point in ____ occurred because they ____.
6. The artist of this cartoon probably wants readers to ____.
7. What is the primary message of the cartoon?
8. What impact does the point of view have?
9. How would you evaluate the narrator's honesty in telling the story?
10. The author includes a question at the end of paragraph ____ to ____.
11. Which quotation from the selection best summarizes the author's point of view about ____?

12. How does the author support the idea that _____?
13. Because the author describes the events in the order that they occurred, the reader can _____.
14. The reader can tell that the primary purpose is to _____.
15. What tone does the author establish in paragraph _____?
16. The author develops the selection by _____ (recounting, describing, comparing, analyzing).
17. What is one symbol of _____?
18. One underlying message of the (poster, advertisement, etc.) is _____.
19. What is the poster's slogan?
20. How have the author's experiences shaped his/her attitude toward others?
21. What conflicts do the characters share?
22. The reader can conclude that _____.
23. The author changes the time frame to _____.
24. The author uses a parable to _____.
25. What is the significance of _____?
26. Why does the author capitalize the words _____ and _____?
27. What can the reader conclude from character's reaction in paragraphs _____ and _____?
28. Which element has the greatest impact on _____?