

TAKS Stems

Reading Grades 6-8

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

Reading/vocabulary development

- Draw on experiences to bring meanings to words in context such as interpreting multiple-meaning words, and analogies (6-8)
- Apply knowledge of the meanings of root words and affixes (4-8)
- Distinguish denotative and connotative meanings (6-8)
- Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8)
- Apply knowledge of the meanings of root words and affixes (4-8)

Reading/comprehension

- Determine main idea and supporting details (4-8)
- Paraphrase and summarize text (4-8)

Stems:

1. In paragraph _____, the word _____ is used to communicate a feeling of _____.
2. _____ and _____ did not continue to _____ because _____.
3. In paragraph _____ of the selection, the description of the _____ as “_____” means that _____.
4. In paragraph _____, the word _____ helps the reader understand _____.
5. Which of these best summarizes the selection?
6. Read the dictionary entry below for the word _____. Which definition represents the meaning of _____ as used in paragraph _____?
7. What are paragraphs _____ mainly about?
8. In paragraph _____, which of the following phrases helps the reader know that _____?
9. In paragraph _____, _____ means _____.
10. _____ was _____ because _____.

Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.

Reading/text structures/literary concepts.

- Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8)
- Recognize and analyze plot, setting, and problem resolution (4-8)
- Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8)

Stems:

1. In paragraph ____, what does the narrator mean when he says that he “ ____”?
2. Paragraph ____ is important to the story because ____.
3. Paragraphs ____ are important because they show that ____.
4. In paragraph ____, why did ____?
5. Which of these statements reflects ____’s attitude in the story?
6. By telling this story from ____’s point of view, the author helps the reader better understand ____.
7. The conflict of this story begins when ____.
8. In paragraph ____, why is ____ important?
9. In paragraph ____, ____ symbolizes ____.
10. How do ____’s and ____’s attitudes differ at the beginning of each selection?
11. In paragraph ____, the author writes “ ____” to help the reader understand ____.
12. How does the narrator’s view of ____ change?
13. In paragraph ____, what does it mean when the narrator says ____?

Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.

Reading/comprehension

- Use text structure or progression of ideas such as cause and effect or chronology (4-8)
- Find similarities and differences across texts such as in treatment, scope, or organization (4-8)
- Represent text in different ways such as in outline, timeline, or graphic organizer (4-8)

Reading/text structures/literary concepts

- Identify purposes of different types of texts such as to inform, influence, express, or entertain (4-8)
- Compare communication in different forms such as comparing story variants (2-8)
- Describe how the author's perspective or point of view affects the text (4-8)

Stems:

1. Which of these statements belongs in the blank under the heading ____?
2. The advantage of telling this story from the narrator's point of view is that it helps the reader understand why _____.
3. Which main idea belongs in the empty box?
4. Why did ____ probably write _____?
5. Which of these facts belongs in the blank? (graphic organizers)
6. Read this portion of an outline below.
Based on this selection, which of these words best fits in the blank?
7. In paragraph _____, why does _____ do _____?
8. In paragraph _____, (character) does _____ in order to _____.
9. (The character) does _____ because _____.
10. Based on the information in paragraphs ____, the reader can conclude that ____.
11. How does the description in (piece 1) differ from that in (piece 2)?
12. _____ could not have been written (before, after, during) ____ because _____.

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

Reading/comprehension

- Draw inferences such as conclusions or generalization and support them with text evidence (4-8)
- Distinguish fact and opinion in various texts (4-8)

Reading/literary response

- Support responses by referring to relevant aspects of text (4-8)
- Connect, compare, and contrast ideas, themes, and issues across text (4-8)

Reading/text structures/literary concepts

- Analyze ways authors organize and present ideas such as through cause/effect, compare contrast, inductively, deductively, or chronologically (6-8)
- Recognize how style, tone, and mood contribute to the effect of the text (6-8)

Stems:

1. The tone of paragraph _____ can best be described as _____.
2. The reader can tell from this story that _____.
3. Which of the following best describes the organization of the last two paragraphs of the selection?
4. In paragraphs _____ and _____, the author uses questions to _____.
5. Which statement from these selections leads you to conclude that _____?
6. The author's choice of words in paragraph _____ of this story creates a mood of _____.
7. From information about the _____ provided in this selection, the reader can conclude that _____.
8. Which sentence in the story shows the reader that _____?
9. What can readers conclude about _____ from the selection?
10. According to the article, how was _____ similar to _____?
11. Which of these (signs, posters, symbols) are most likely to be used by _____?
12. From _____'s thoughts and actions, the reader can infer that _____.
13. Which sentence from the selection supports the idea that _____?
14. Which of these is a theme from both selections?