Reading/Vocabulary Development.
Students understand new vocabulary and use it when reading and writing. Students are expected to:

SE	TEKS	Question Stems
5.2 A **5.3C**	Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **New TEKS** **5.3(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo**	(43) The prefix in- helps the reader know that the word ***insincere*** in paragraph 18 means — (2015) (12) The word ***minimize*** in paragraph 6 means — (2016) (20) Read the following information. This information helps the reader understand that the word ***surpassed*** in paragraph 2 means — (2017) (13) The Latin root praesumere means "to expect." This information helps the reader determine that the word ***presumed*** in paragraph 2 means — (2018) (7) Read this information about the origin of the word ***verify***. *from Latin verus, meaning "true"* This information helps the reader know that ***verified*** in paragraph 5 means — (2019) (25) Read this information about the origin of ***spectacular***. *from Latin spectaculum, meaning "a sight or show"* The origin helps the reader understand that the word ***spectacular*** in paragraph 8 refers to an event that is — (2019)
5.2 B **5.3B**	Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words **New TEKS** **5.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words**	(5) In paragraph 8, the word ***reluctantly*** means— (2013) (12)Which of the following words from paragraph 6 help the reader understand the meaning of ***intricate***? (2013) (34)Which words from paragraph 18 help the reader know what the word ***navigate*** means? (2013) (39) In paragraph 4, what does the word ***permanent*** mean? (2013) (44) In paragraph 7, the word ***enhance*** means to -- (2013) (5) In paragraph 1, the word ***culprit*** means someone who is —(2014) (11) Which of these lines from the poem helps the reader know what the word ***confounded*** means in line 7? (2014) (18)What is the meaning of the word ***withholding*** in paragraph 5? (2014) (27) In paragraph 2, the word ***vital*** means —(2014) (32) Which words from paragraph 2 help the reader understand the meaning of ***thrive***? (2014) (41) Which words in paragraph 9 help the reader understand what ***unearthed*** means? (2014) (2) In paragraph 25, the word ***sputtered*** means — (2015) (15) In paragraph 9, the word ***weary*** means — (2015) (20) Which word or words from paragraph 8 help the reader understand the meaning of the word ***departed***? (2015) (36) What does the word ***remote*** mean in paragraph 7? (2015) (6) What does the word ***underhanded*** mean in paragraph 6? (2016) (36) What is the meaning of the word ***properties*** in paragraph 6? (2016) (40) In paragraph 11, the word ***aspire*** means to — (2016) (45) Which phrase from paragraphs 5 and 6 helps the reader understand the meaning of ***gawkiness*** in paragraph 6? (2016) (13) Which line from the poem best helps the reader understand the meaning of ***launch***? (2017) (36) What is the meaning of ***accustomed*** in paragraph 7? (2017) (2) Which words from paragraph 10 help the reader understand the meaning of ***immense***? (2018) (20) In paragraph 6, the word ***agile*** describes movement that is —(2018) (2) In paragraph 8, the word ***concessions*** refers to something that is —(2019)

SE	TEKS	Question Stems
		(16) Which words from paragraph 12 of the story "Peace and Quiet" help the reader understand what ***prying*** means? (2021) (31) In paragraph 5, what does the word ***prefers*** mean? (2021)
5.2 E 5.3A	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words **New TEKS** **5.3(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin**	(25) Read this dictionary entry. Which definition best matches the word ***strike*** as it is used in paragraph 3? (2013) (10)Read the dictionary entry below. Which definition best fits the way the word ***strong*** is used in paragraph 1? (2015) (24) Look at the dictionary entry for the word ***entrance***. Which definition best fits the way entrance is used in line 25? (2016) (8) Look at the dictionary entry. Which definition best matches the way the word ***shot*** is used in paragraph 8? (2017) (29) Read the dictionary entry. Which definition best matches the meaning of ***wild*** in line 30? (2018) (23) Which definition of the word ***dissolve*** is used in line 8? (2019) (10) Read the dictionary entry for the word ***spot***. [spot \'spät\ verb 1. to locate something correctly 2. to mark with a stain that discolors clothing 3. to place something in a certain position 4. to notice or identify with the eye] Which definition best matches the way the word ***spotted*** is used in paragraph 3? (2021) (34) Read the dictionary entry for the word ***arrange***. [arrange \ə-'rānj\ verb 1. to put in correct order 2. to make plans for something 3. to come to an agreement 4. to change a musical composition for a performance] Which definition best matches the way ***arranged*** is used in paragraph 3? (2021)

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. Students are expected to:

SE	TEKS	Question Stems
5.3 Fig 19 D **5.6F** **5.6E**	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. **New TEKS** **5.6(F) make inferences and use evidence to support understanding** **5.6(E) make connections to personal experiences, ideas in other texts, and society**	(42) Cameron's actions in paragraphs 5 and 6 support the message that — (2014) (3) Which of these is a lesson Roddy learns in the story? (2015) (42) Which of these is an important idea explored in this play? (2015) (44)What is the primary theme in the selection? (2016) (23)What is a theme in the selection? (2017) (6) In this story, the author emphasizes the importance of —(2018) (23) What is an important message presented in this selection? (2018) (22) What is the main message of the poem? (2019) (32) Which of these ideas is explored in the play? (2019)

	New TEKS	**Old TEKS—Previously not tested**
5.8A	**5.8(A) infer multiple themes within a text using text evidence**	5.3A compare and contrast the themes or moral lessons of several works of fiction from various cultures
5.8D	**5.8(D) analyze the influence of the setting, including historical and cultural settings, on the plot**	5.3C explain the effect of a historical event or movement on the theme of a work of literature
5.9A	**5.9(A) demonstrate knowledge of distinguishing characteristics of wellknown children's literature such as folktales, fables, legends, myths, and tall tales**	5.5B describe the phenomena explained in origin myths from various cultures

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
5.4 Fig 19 D 5.6F	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding **New TEKS** **6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;** **(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response;** **Readiness Standard**	(19) The poet uses line 11 to signal that the speaker changes from – (2013) (20) In line 3, why does the poet repeat and italicize the words from line 2? (2013) (13) What idea does the poet convey through the description of Bartholomew in lines 25 through 30? (2014) (15) The organization of the poem helps show that Bartholomew's actions — (2014) (22) Based on the poem, what can the reader conclude about the speaker's past behavior? (2015) (23) Why does the poem begin and end with the same line? (2015) (24) Read these lines from the poem. These two lines reveal that the speaker's parents —(2015) (22) Why does the cactus wren "like thorns in all directions"? (2016) (23) In lines 1 through 13, the poet contrasts the wren's behavior with that of other desert animals to show that the wren —(2016) (27) This poem is written from the point of view of a — (2016) (11) The reader can tell that the speaker is experienced at spitting cherry pits because she —(2017) (14) What is most likely the reason the poet compares spitting cherry pits to playing baseball? (2017) (27) Stanzas 2 and 4 are each written as one line most likely to highlight — (2018) (28) The poet capitalizes the word "Rock" in the poem most likely to show that the Rock is a —(2018) (30) By the end of the poem, the speaker changes her mind most likely because she —(2018) (20) Lines 1 through 4 reveal that the speaker — (2019) (21) The poet includes the punctuation at the end of line 13 most likely to emphasize —(2019) (20) What is the most likely reason the poet refers to the tree as a "tower" in lines 18 and 29 of the poem "Maple Street"? (2021) (21) Based on stanza 1 (lines 1–13) of the poem "Maple Street," the speaker most likely feels —(2021)

		(22) Which lines from the poem "Maple Street" support the idea that the speaker does not wish to be seen looking at others? (2021) (23) Read lines 1 through 3 from the poem "Maple Street." There's no doubt where our street found its name: These lines suggest that the speaker thinks — (2021)
5.4 A 5.9 B	Analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. **New TEKS** **(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;**	(14) Read this line from the first stanza. The repetition in this line emphasizes the idea that Bartholomew — (2014) (12) What is one important effect of the rhyme scheme of the poem? (2017) (26) The alliteration in lines 28 through 30 emphasizes the — (2018)
4 Fig. 19E 5.7D	Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts **NEW TEKS** **5.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order**	(19) What is the best summary of the story "Peace and Quiet"? (2021)

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**
5.5 Fig 19 D

5.6F | Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

New TEKS 6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; Readiness Standard | (1) Which of these helps Mike solve Mrs. Watson's problem? (2013)
(2) This play is divided into two scenes because –(2013)
(4) Read this excerpt from Scene 2. What can the reader infer about Carl from this excerpt? (2013)
(6) The playwright included thunder and lightning in Scene 1 most likely to --
(7) How is Carl different from Mike? (2013)
(8) Which of the props used in this play is needed for the resolution of the conflict? (2013)
(40) Why is Dexter awake during most of the play? (2015)
(41) This play has just one scene because —(2015)
(46) Dexter's lines throughout the play suggest that he — (2015)
(33) The purpose of the dialogue in lines 3 through 7 is to —(2019)
(34) Which of these best explains why there is only one scene? (2019)
(35) Read the lines below.
SUNNY: Give me an L-E-D! Give me a
Z-E-P-P-E-L-I-N! What does that spell—
(line 29)
SUNNY: Give me a G-R-A-T-I-T-U-D-E!
What does that spell? (line 37)
What do these lines reveal about Sunny? (2019)
(36) The pom-poms are an important prop in the play because they —(2019)
(38) Mr. Sandstone's main role in the play is to — (2019) |
| 5.9C | **New TEKS Instruction of drama is encompassed in SE 9(C) explain structure in drama such as character tags, acts, scenes, and stage directions** | |
| 5.5 Fig 19 E

5.6D | Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts **New TEKS (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of** | (3) Which of these is the best summary of Scene 1? (2013)
(45) Which of these is the best summary of the play? (2015)
(37) What is the best summary of the play? (2019) |

	sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;	
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**
5.6 Fig 19 D

5.6F | Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding

New TEKS **(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;**

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; Readiness Standard | (20) Read the following sentence from paragraph 7. What can the reader conclude about the narrator from this sentence? (2014) (21) Based on their actions described in the story, the narrator's parents most likely think it is important to — (2014) (22) The narrator's actions in paragraph 13 imply that he will — (2014) (23) Which sentences best help to create suspense in the story? (2014) (6) Read these sentences from paragraph 26. These sentences suggest that Princess thinks that —(2015) (1) What is the most likely reason Mrs. Nutmeg supports Becks joining Jasmine's campaign team? (2016) (30) In paragraph 14, the dog wants to explain — (2017) (32) Which sentence best reveals the dog's view of his relationship with Lewis? (2017) (4) Why does the author italicize the word "the" in the last sentence of paragraph 5? (2018) (4) Read this sentence from paragraph 21. *Since when has reason solved anything in the world?* This sentence suggests that the narrator believes — (2019) (6) How are the narrator and Kirk similar? (2019) (7) Why is Catalina's experience with the injured scientist important to the plot? (2021) (15) Read paragraph 8 from the story "Peace and Quiet." ["Don't you have a basketball game to watch?" I complained. So much for my perfect hideaway.] Based on the paragraph, what can the reader infer about Desha? (2021) |

5.6 Fig 19 E 5.6D	Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts **New TEKS** **(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;**	(21) What is the best summary of the story? (2015) (8) What is the best summary of this story? (2016) (29) What is the best summary of paragraphs 1 through 5? (2017) (7) What is the best summary of the story? (2018) (3) What is the best summary of paragraphs 1 through 19 of the story? (2019)
5.6 A 5.8C	Summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction **New TEKS** **5.8(C) analyze plot elements, including rising action, climax, falling action, and resolution**	(31) How is Brody able to solve his problem? (2013) (36) Before the members of Team Brody can succeed on a timed task, it is necessary for them to – (2013) (17) The narrator's actions in paragraphs 11 through 16 of the story show that he—(2014) (19) According to the story, the reason the narrator doesn't initially have enough money to buy the pencils is that —(2014) (1) What is Roddy's reason for moving the doghouse soon after he overhears his mother's telephone conversation? (2015) (5) How does Jacob know that the girl is telling the truth about being Princess? (2015) (7) Which sentence best foreshadows what happens at the end of the story? (2015) (18) Why does the peasant want to meet with the prince? (2015) (19) Which sentence from the story hints that the merchant plans to trick the peasant? (2015) (7) How do Jasmine's comments in paragraphs 20 and 22 affect the plot? (2016) (10) Which sentence helps the reader predict that Brianna will not get the campaign team she wants? (2016) (27) Which idea is developed throughout the story? (2017) (1) Paragraph 17 is important to the plot because it is when Keysha —(2018) (5) Which event occurs as a result of the narrator's conversation with Kirk? (2019) (2) Which sentence from the story best describes Catalina's main conflict? (2021) (5) How does Catalina's observation of the telescope in paragraph 8 advance the plot of the story? (2021) (14) In the story "Peace and Quiet," when does the resolution of Desha's conflict begin? (2021) (18) In the story "Peace and Quiet," why is it important to the plot that James knows about the clearing in the forest? (2021)
5.6B	Explain the roles and functions of characters in various plots, including their relationships and conflicts	(32) From events in this story, what can the reader conclude about Captain Nealson? (2013) (33) Why does it make sense that Cynthia is disappointed when she isn't chosen as team leader? (2013)

SE	TEKS	Question Stems
5.8B	**New TEKS** **5.8(B) analyze the relationships of and conflicts among the characters**	(35) Which sentence from the story best shows that Brody realizes that he has been an irresponsible team leader? (2013) (37) When Captain Nealson assigns Brody to be a team leader, Brody –(2013) (38) Read this sentence from paragraph 31. This sentence shows that Brody is – (2013) (25) Mrs. Thompson contributes to solving the narrator's problem mostly by — 2014) (4) In paragraphs 16 and 19, Roddy's reaction to Princess shows that Roddy is —(2015) (8) Why does Princess become upset with Roddy? (2015) (2) Brianna's thoughts in paragraphs 3 through 5 emphasize that she —(2016) (4) By the end of the story, the reader can infer that Brianna has become concerned that Jasmine will — (2016) (5) What do the details in paragraph 11 emphasize about Brianna? (2016) (26) Read this sentence from paragraph 12. What can the reader conclude about the dog from this sentence? (2017) (28) What do the dog's questions in paragraphs 4, 7, and 10 suggest? (2017) (3) Which sentence from the story reveals why Keysha decides to give her signed photograph to the boy? (2018) (1) What does the interaction between Mom and the boys show about her? (2019)
5.6C **5.10E**	5.6C explain different forms of third-person points of view in stories **New TEKS** **5.10(E) identify and understand the use of literary devices, including first- or third person point of view**	(4) The story's third-person point of view helps the reader —(2021)

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. Students are expected to:

SE	TEKS	Question Stems
5.7 Fig 19 D	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 **New TEKS: Literary nonfiction** **5.6.F make inferences and use evidence to support understanding**	(40) Having access to the comforts of wealth during her childhood made Cameron realize that she — (2014) (42) Which sentence from the selection shows that Wagner was a positive influence on others? (2016) (19) Which sentence from the selection best shows that Catchings cares about other people? (2017) (21) What event in Catchings's life has most influenced her charity work? (2017) (22) Catchings's actions throughout her school years suggest that she —(2017) (25) What was an unexpected result of Catchings's relationship with Pat Summitt? (2017)

		(21) Ma named his program the "Silk Road Project" most likely because he — (2018) (24) Which sentence from the selection best conveys the author's admiration for Ma's accomplishments? (2018)
5.7 Fig 19 E	Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	(43) What is the best summary of the section titled "Making a Living"? (2014)
5.7A Removed	**Identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.**	(45) Read this sentence from the selection. (46) The author says that Cameron and her husband "fell in love with the open sky, the colorful sunsets, and the star-filled nights" to emphasize Cameron's belief that — (2014) (41) What do the details in paragraph 5 help the reader understand about Wagner? (2016) (43) By including the details in paragraph 3, the author most likely hopes to convey that Wagner —(2016) (24) The author organized the selection with subheadings most likely to — (2017) (19) The information about Ma's childhood is important to the selection because it shows that — (2018) (22) Read these sentences from paragraph 2. *"My last name is Ma," he replies with a smile. "Ma means horse, and Yo means friend. So am I a friendly horse?"* The author included this quotation most likely to highlight Ma's — (2018)

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
5.8 A 5.10D	Evaluate the impact of sensory details, imagery, and figurative language in literary text **New TEKS (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: 5.10(D) describe how the author's use of imagery, literal**	(18) Read these lines from the poem. The poet uses the figurative expression "learned them by heart" to emphasize that the speaker – (2013) (22) The poet uses figurative language in line 18 to highlight the speaker's – (2013) (12) Read these lines from the poem. The imagery used in these lines allows the reader to know that —(2014) (16) Read these lines from the poem. What is the poet most likely suggesting in these lines? (2014) (24) Read these sentences from paragraph 4. The author uses the description of the pencils to show —(2014) (44) Read paragraph 10. By having Dexter refer to Mr. Snowball's emotions, the playwright is —(2015) (3) The sensory language in paragraph 22 highlights —(2016) (9) Read the sentence from paragraph 6. The figurative language in this sentence shows that Brianna —(2016) (26) The poet uses the word "stickery" in line 21 to help readers understand — (2016)

| | and figurative language such as simile and metaphor, and sound devices achieves specific purposes | (31) In paragraph 9, the author uses a simile to help the reader understand that the dog suddenly —(2017)
(5) Read this sentence from paragraph 24.
His tear-streaked face peeked out at me from under his father's arms.
The author uses sensory language in this sentence to illustrate — (2018)
(25) The sensory language in paragraph 1 helps the reader imagine — (2018)
(19) How does the description in lines 7 through 12 affect the reader's understanding of the setting? (2019)
(1) In paragraph 4, why does the author use the figurative phrase "the eyes that peered out into the universe" to describe the telescopes? (2021)
(3) The author includes the imagery in paragraph 1 most likely to highlight Catalina's —(2021)
(6) Read these sentences from paragraph 6. [The sky did not merely consist of white dots of stars against a black background. The sky she saw every night was knotted with patterns, from fuzzy balls of fluff to filaments.]   What is the most likely reason the author includes figurative language in these sentences?(2021)
(17) What does the author's use of simile in paragraph 17 of the story "Peace and Quiet" suggest about how Desha feels about her big family? (2021) |

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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**
5.10 Fig 19 D 5.9A	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 **New TEKS** **(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) explain the author's purpose and message within a text;**	(16) Read this sentence from paragraph 4. In this sentence, what does the author help the reader understand about the culture of the Tlingit people? (2015) (38) Based on information in the selection, what can the reader infer about American society in 1903? (2015)

5.10A	Draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved	(24) The author speaks directly to the reader in paragraphs 1 and 2 in order to –(2013)
		(41) The author wrote this article most likely to – (2013)
		(1) The main purpose of paragraphs 7 and 8 is to —(2014)
		(2) The author wrote this selection most likely to tell the reader that —(2014)
5.10A	**New TEKS** **5.10(A) explain the author's purpose and message within a text**	(26)The author wrote this selection most likely to explain —(2014)
		(12)The author uses questions in paragraph 4 and paragraph 11 as a way to —(2015)
		(14)The language the author uses in paragraph 10 emphasizes —(2015)
		(29)The author informs the reader about Jackson's journey mainly by —(2015)
		(11)What is the author's primary purpose in writing the letter?(2016)
		(20)The author included the information in paragraph 1 to help the reader — (2016)
		(32)The author's main purpose in writing the selection is to —(2016)
		(1)The author wrote this article most likely to — (2017)
		(6)What is the most likely reason the author included the information in paragraph (2017)
		(33) The author's primary purpose for writing the selection is to —(2018)
		(36) The author includes the quotations from the resort's blog mainly to — (2018)
		(12) The author wrote the selection most likely to —(2019)
		(29) The author wrote this selection most likely to —(2019)
		(11) What is the most likely reason the author includes the information in paragraph 7? (2021)
		(30) What is the most likely reason the author wrote this selection? (2021)
		(32) What is the main reason the author introduces the selection with the information in paragraph 1? (2021)
		(35) What is the most likely reason the author wrote this selection?(2021)

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
5.11 Fig 19 D	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	(13) Read this sentence from the selection. What can the reader conclude about LEGO products from this sentence? (2013)
		(26) The author's opinion that stage fright can be overcome is best supported by – (2013)
		(7) The reader can infer that Chu is concerned about Dusty's habit because she — (2014)
	New TEKS	(9) The reader can infer that the author's attitude toward Dusty is one of — (2014)
5.6F	**6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (F) make inferences and use evidence to support understanding;**	(28) What can the reader conclude about wood frogs from learning that they hop away after thawing out? (2014)
		(29) Which of these ideas is supported by information in paragraphs 5 and 6? (2014)
		(34) The information in paragraph 4 helps explain why —(2014)
		(29) Which sentence from the selection shows that totem poles were important for teaching Tlingit history?(2015)
		(30) The reader can conclude that people came to see Jackson and Crocker during their trip because people were — (2015)
		(33) From the information presented in paragraph 2, the reader can conclude that Wright's invention — (2016)

	(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (C) use text evidence to support an appropriate response; Readiness Standard	(33) The reader can conclude that when Hillerich first asked his father to make wood bats, Hillerich's father — (2017) (37) The reader can infer that one of the main reasons the production of Louisville Sluggers began was because of Hillerich's —(2017) (8) How would the U.S. Department of Transportation's approval of the V4 help Jonny meet his goal?(2018) (11) Which sentence from the selection suggests that Jonny needed to convince his community that his invention was worthwhile? (2018) (31) Based on paragraphs 4 and 5, what can the reader infer about the staff members at the resort? (2018) (34) Which sentence from the selection conveys the idea that people were beginning to follow Big Bird's story? (2018) (11) How do the bottom-dwelling fish in Shark Bay cause a problem for the dolphins? (2019) (24) Based on the selection, what can the reader infer about the job of the keeper? (2019) (8) Which sentence best supports the idea that hammocks have been used to help solve a problem? (2021) (9) Which sentence from the selection shows that Joshua John Ward was successful in choosing the design he used to create hammocks? (2021) (12) Based on information from paragraph 7, the reader can conclude that Andy Lewis —(2021) (13) Which sentence suggests that hammocks were helpful to explorers who traveled by sea? (2021) (33) From the information presented in paragraph 3, what can the reader conclude about the Nordkamp girls? (2021) (36) Which sentence does the author include to suggest that the girls on the new soccer team most likely appreciated the support they received? (2021)
5.11 Fig 19 E 6.6D	Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres **New TEKS** **(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (D) paraphrase and summarize texts in ways that maintain meaning and logical order;**	(15) Which of these is the best summary of the selection? (2013) (45) Which of these is the best summary of the article? (2013) (8) Which of these best summarizes the selection? (2014) (35) What is the best summary of the selection? (2018) (8) What is the best summary of the article? (2019)
5.11 A	Summarize the main ideas and supporting details in a texts in ways that maintain meaning and logical order	(10)What is paragraph 2 mainly about? (2013) (23) Which of these best expresses the main idea of paragraph 5? (2013) (43) The article is mainly about – (2013) (3) In what way does Chu stay aware of Dusty's activities? (2014) (4) Which sentence expresses the main idea of paragraph 2? (2014) (33) What is the main idea about bristlecone pine trees presented in the selection? (2014)

5.9Di	**New TEKS** **5.9(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence**	(32) What is the main idea of the selection? (2015) (37) What is the best summary of the section titled "A Difficult Journey"? (2015) (18) What is the main idea of the section titled "A Prickly Feast"? (2016) (19) According to the article, rainwater is stored in the cholla cactus's —(2016) (34) Which of these statements best summarizes the section titled "Stretching into Success"? (2016) (39) Wright's invention was originally intended for — (2016) (2) The details in paragraph 5 support the main idea that R2's design — (2017) (3) Read this quotation from paragraph 9 of the article. Which detail from the article supports this idea? (2017) (5) What is the best summary of paragraphs 4 through 6? (2017) (7) According to the article, the annual event began when — (2017) (9) Which sentence best states the main idea of the article? (2017) (34) In paragraph 6, the details about Ted Williams's experience with Louisville Slugger bats support the idea that —(2017) (35) Which sentence best states the main idea of the section titled "Old and New"? (2017) (10) According to the selection, what is one reason the V4 design is better than Jonny's original idea for GreenShields? (2018) (14) What led Ann to consider using body heat as a way to power a flashlight? (2018) (37) In paragraph 2, the details about how great white pelicans catch fish support the idea that Big Bird — (2018) (13) According to the selection, how do fish protect themselves from dolphins? (2019) (26) What are paragraphs 1 and 2 mostly about? (2019) (38) Details in paragraphs 2 and 3 support the idea that Mary Beth Gallagher organized a girls' soccer team in Katutura because she —(2021)
5.11 B Removed	**Explain whether facts included in an argument are used for or against an issue**	(11) Which sentence from the selection suggests that Jonny needed to convince his community that his invention was worthwhile? (2018)
5.11 C **5.9Diii**	Analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas **New TEKS** **5.9(D) recognize characteristics and structures of informational text, including:** **(iii) organizational patterns such as logical order and order of importance**	(14) By organizing paragraph 3 sequentially, the author is able to – (2013) (13) The author organizes paragraph 9 in a compare-and-contrast pattern to illustrate — (2015) (33) A compare-and-contrast pattern is used to organize the ideas in paragraph 2 mainly to — (2015) (38) The author presents the ideas in paragraphs 2 through 5 in chronological order so that the reader will better understand — (2016) (32) How does the author organize the information in paragraph 3? (2018) (27) The author's use of comparison and contrast in paragraph 9 helps the reader understand that winter counts — (2019) (28) The author uses a compare-and-contrast organizational pattern in the selection to help the reader understand the —(2021) (37) The author presents events in chronological order in paragraphs 9 through 15 to help the reader understand —(2021)

5.11 D 5.9Dii	Use multiple text features and graphics to gain an overview of the contents of text and to locate information **New TEKS** **5.9(D) recognize characteristics and structures of informational text, including: (ii) features such as insets, timelines, and sidebars to support understanding;**	(11) In which section of the selection could the reader find information about adults using LEGO products? (2013) (42) Which part of the article best helps readers visualize what they would experience at the museum? (2013) (34) The subheadings help the reader understand that the selection focuses mainly on — (2015) (4) Which text feature provides information about R2's abilities? (2017) (12) From the magazine heading and the title of the article, the reader can infer that the article will contain information about a — (2018) (28) In which section would the reader find information about why winter counts remained important even after the Lakota learned to write? (2019) (31) Which feature of the selection best helps the reader understand how a winter count was designed? (2019) (29) In which section would the reader find information about the size of a baby platypus? (2021)
5.11E 5.6E	Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres **New TEKS** **5.6(E) make connections to personal experiences, ideas in other texts, and society**	(9) By the end of the selection, what can the reader conclude about LEGO products? (2013) (16) Which statement best explains the appeal of LEGO products over the years? (2013) (40) What do You: The Exhibit and the McGovern 4D Theater have in common? (2013) (6) What does the information presented in this selection suggest about how people view Dusty's actions? (2014) (31) The reader can infer that the long life span of bristlecone pines is mainly a result of — (2014) (11) What conclusion can the reader make about the Tlingit totem poles? (2015) (35) What effect did Jackson's trip have on American society? (2015) (35) Based on the ideas presented in the selection, what can the reader conclude about Silly Putty? (2016) (37) What can the reader conclude about Peter Hodgson based on information in the selection? (2016) (10) Based on the information in the article, what can the reader infer about the contest? (2017) (38) Based on information in the selection, what is one similarity between Pete Browning and Honus Wagner? (2017) (38) Read these sentences from the selection. *Everyone at the resort anticipated that Big Bird would fly away and rejoin his flock once he regained his health.* (paragraph 4) *He may one day take flight, find a flock of pelicans to join, and never return to the place where he learned to fly.* (paragraph 7) These sentences help the reader understand that Big Bird's caretakers —(2018) (9) Which idea is supported by information found throughout the article? (2019) (30) Which idea about the keeper is emphasized throughout the selection? (2019)

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
5.12 **Fig 19 D**	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. **New TEKS** **"Persuasive texts" are not referenced in the revised TEKS. However, argumentative text is included in SEs 9(E)(i)-(iii) and 9F.**	(13) How does the author try to convince people that the entire community will benefit from a dog park? (2016)
5.12A **Removed**	**Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.**	(14) How does the comparison in paragraph 5 support the author's main argument? (2016) (16) The author argues that a dog park would be good for dog owners because it would— (17) Why is paragraph 6 important to the author's argument? (2016)
5.12B	**Recognize exaggerated, contradictory, or misleading**	(15) Which sentence from the letter contains an example of exaggeration? (2016)

Reading/Comprehension of Informational Text/Procedural Text.
Students understand how to glean and use information in procedural texts and documents.

SE	TEKS	Question Stems
5.13 Fig 19 D	Students understand how to glean and use information in procedural texts and documents **New TEKS** **5.6.F make inferences and use evidence to support understanding**	(30) The diagram of the wood frog helps the reader understand —(2014) (35) The bar graph included with the selection helps the reader better understand—(2014)

Reading/Comprehension of Informational Text/Procedural Text.
Students understand how to glen and use information in procedural texts and documents.

SE	TEKS	Question Stems
5.13B	Interpret factual or quantitative information presented in maps,	(17) What information can the reader learn about Nathan Sawaya and Sean Kenney from the chart below paragraph 7? (2013)

SE	TEKS	
5.10C	charts, illustrations, graphs, time-lines, tables, and diagrams **New TEKS** **5.10(C) analyze the author's use of print and graphic features to achieve specific purposes**	

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
5.14 **Fig 19 D** **Removed**	**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.**	(10) Based on the photograph, the reader can tell that Dusty— (2014) (44) What does the first photograph in this selection show? (2014) (17) Which sentence from the selection is best supported by the photographs? (2015) (31) The photograph of Bud next to paragraph 9 helps the reader understand that the dog? (2015) (39) Which idea is supported by the photograph after paragraph 10? (2015) (25) The photograph below the title represents which part of the poem? (2016) (46) The photograph of the statue of Wagner conveys the message that— (2016) (10) Based on information in paragraph 4, why does the tree trunk appear dark in the thermal image? (2019) (14) Which idea from the selection is illustrated by the photograph? (2019)

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 F 5.6E	Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence **New TEKS** **(6) Comprehension skills: listening, speaking, reading, writing, and**	(27) Both selections suggest that stage fright can— (2013) (28) What is one difference between the selections? (2013) (29) Based on information provided in both selections, the reader can conclude that stage fright is the result of— (2013) (30) With which statement would the poet and the author most likely agree? (2013) (36) One difference between a wood frog's frozen skin and the bristlecone's thick bark is that the bristlecone's bark—(2014) (37) In which magazine would a reader most likely find articles about both wood frogs and bristlecones? (2014)

	thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: 5.6(E) make connections to personal experiences, ideas in other texts, and society	(38) Bristlecone pines benefit from their roots in the same way that wood frogs benefit from—(2014) (39) Both selections discuss living things that demonstrate— (2014) (25) How are the merchant in "The Dishonest Merchant" and the speaker in "Guilty" similar? (2015) (26) The actions of the prince in the story and the parents in the poem are based on— (2015) (27) How is the point of view in the poem different from that of the story? (2015) (28) How are the prince in the story and the speaker's parents in the poem alike? (2015) (28) Which sentence best describes a difference between the article and the poem? (2016) (29) According to the article and the poem, a cactus wren lives in a cholla cactus in order to— (2016) (30) Which sentence from the article best expresses the cactus wren's experience in the poem? (2016) (31) Which idea do both the article and the poem support? (2016) (15) Which message is expressed by both the article and the poem? (2017) (16) What is one main difference between the event the author describes in the article and the event the speaker describes in the poem? (2017) (17) Which of the following describes a difference between the article and the poem? (2017) (18) Which idea is expressed in both the article and the poem? (2017) (15) One difference in the way Jonny and Ann approached their projects is that only Jonny —(2018) (16) Both the selection and the article mainly focus on —(2018) (17) What is an important difference between Jonny's invention and Ann's invention? (2018) (18) One similarity between Jonny and Ann is that they both —(2018) (15) Both authors focus their selections on animal behaviors that —(2019) (16) Which conclusion is best supported by both selections? (2019) (17) Which behavior did scientists observe among the dolphins that was not observed among the koalas? (2019) (18) Based on the way information is presented in "Keeping Cool" and "Spongers of the Sea," both authors most likely are — (2019) (24) How are Desha in the story "Peace and Quiet" and the speaker in the poem "Maple Street" alike? (2021) (25) Which topic is addressed by the author of the story "Peace and Quiet" that is not addressed by the speaker of the poem "Maple Street"? (2021) (26) In the story "Peace and Quiet," what does Desha value in a similar way as the speaker values the tree in the poem "Maple Street"? (2021) (27) Which statement describes a difference between the story "Peace and Quiet" and the poem "Maple Street"? (2021)