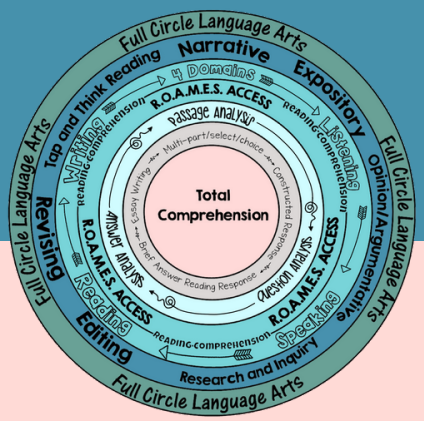


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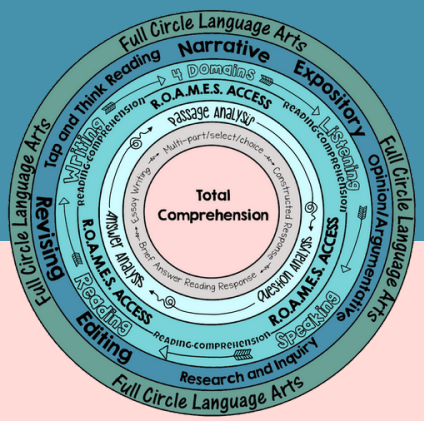
TEKS 3A

Use print resources

to determine meaning or word origin

Find the meaning of words by using resources such as a dictionary

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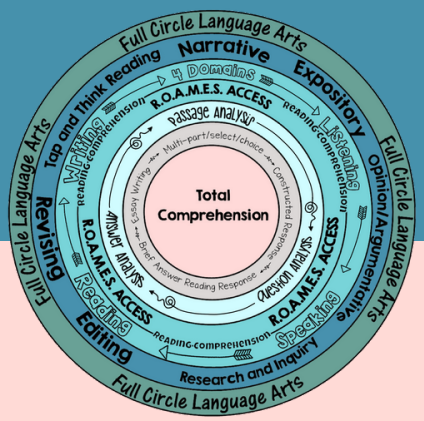
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TEKS 3B

Use context to determine meaning of unfamiliar and multi-meaning words

Example: What does the word colossal mean as seen in paragraph 7?

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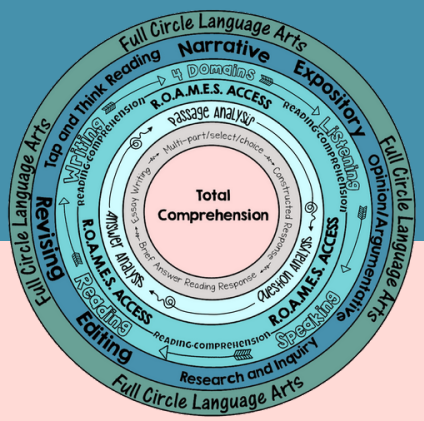
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TEKS 3C

Identify the meaning of and use words with affixes

Example: In paragraph 3, the word helpless includes the suffix -less. The suffix helps the reader understand that helpless means -

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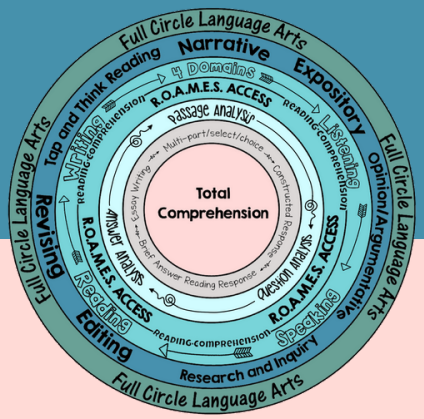
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TEKS 6E

Make connections to personal experiences, ideas in other texts, and society

Example: What causes BOTH characters in Selection A and Selection B to take action?

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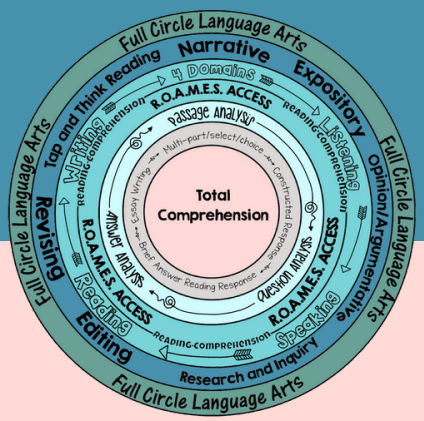
TEKS 6F

Make inferences and use evidence to support understanding

Example: Read line 45.

What does this line suggest?

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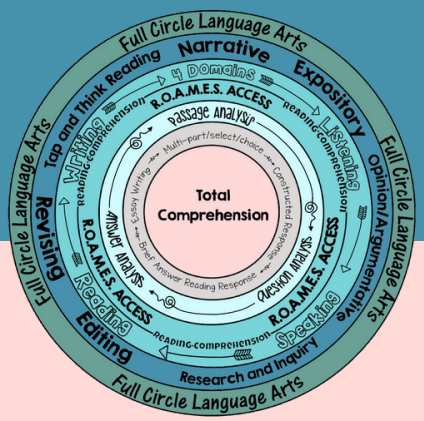
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TEKS 6G

Evaluate details read to determine key ideas

Example: In paragraphs 6 and 7, what key idea about the character is best supported?

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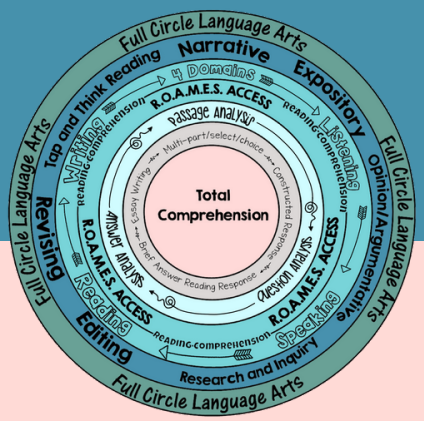
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TEKS 6H

Synthesize information to create new understanding

Example: What can the reader conclude about the character from information throughout the selection?

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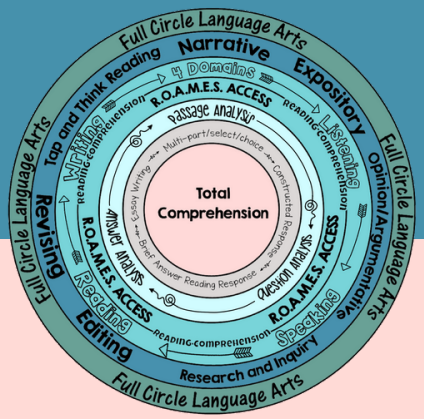
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TEKS 7C

Use text evidence to support an appropriate response

Example: What sentence best explains why children should visit as many parks as they can?

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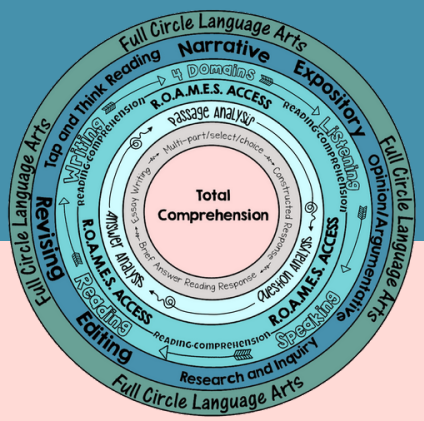
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TEKS 8A

Infer the theme of a work, distinguishing theme from topic

Example: What theme does the author express in the selection?

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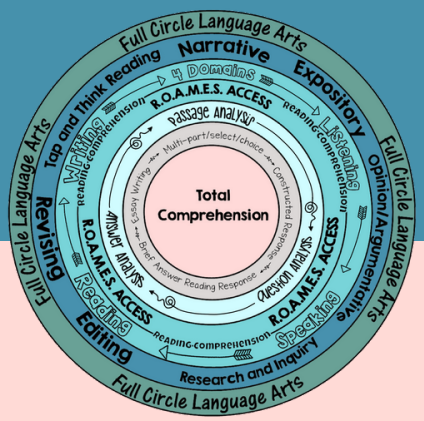
TEKS 8B

Explain the interactions of the characters and the changes they undergo

Example: Read line 25.

What is the most likely reason the girl asks her friend this question?

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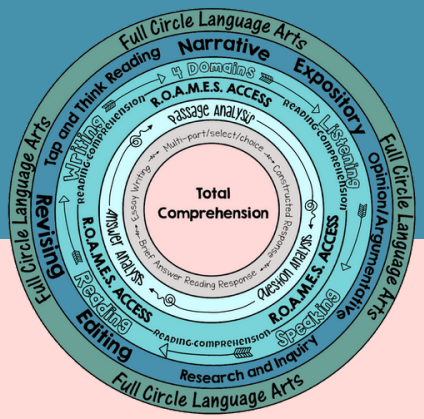
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TEKS 8C

Analyze plot elements including rising and falling action, climax, & resolution

Example: Which line from the poem best explains the speaker's problem?

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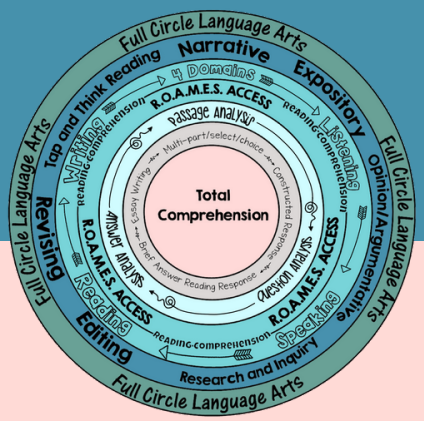
TEKS 9C

Explain structure in drama such as character tags, acts, scenes, and stage directions.

Example: Read this stage direction from line 30.

What does this stage direction suggest?

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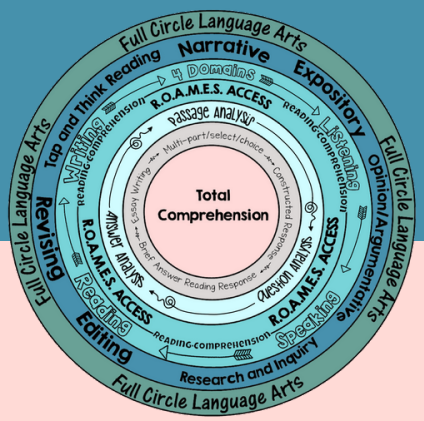
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TEKS 9D i

Recognize characteristics of informational texts including the central idea with supporting evidence

Example: What is the central idea of the selection?

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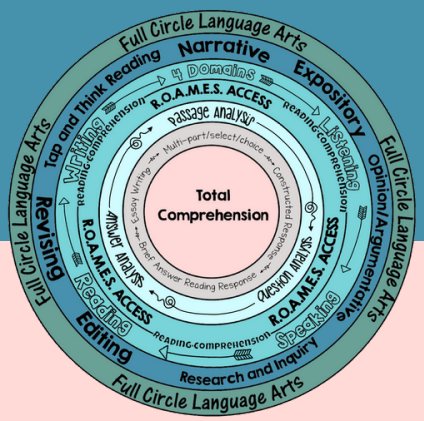
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TEKS 9D ii

Recognize characteristics of informational texts including features such as pronunciation guides and diagrams to support understanding.

Example: In which section would the reader find information about a new invention?

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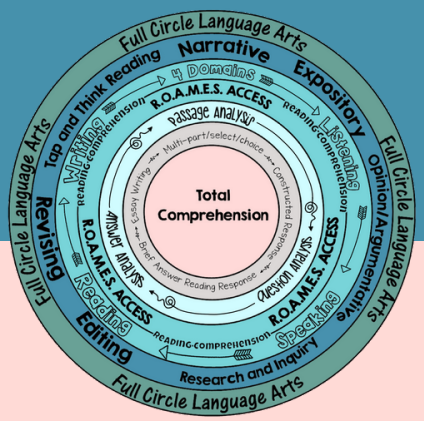
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TEKS 10A

Explain the author's purpose and message within a text

Example: Which sentence best states a message in the selection?

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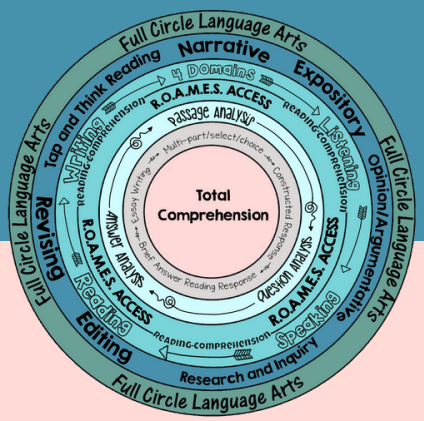
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TEKS 10B

Explain how the use of text structure contributes to the author's purpose

Example: The author uses problem-and-solution organizational structure to help the reader understand -

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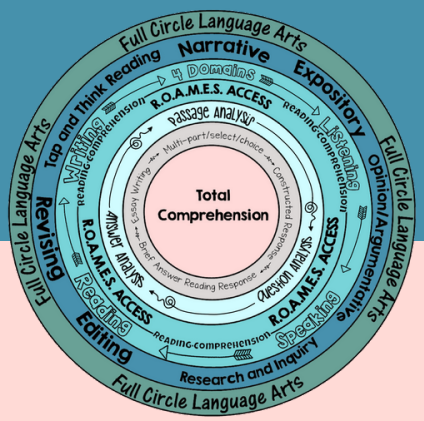
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TEKS 10C

Explain the author's use of print and graphic features to achieve specific purposes

Example: Look at the illustration. What is the most likely reason the author includes this illustration?

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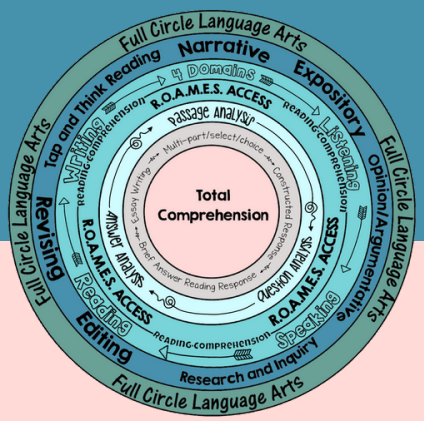
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TEKS 10D

Describe how the use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves a specific purpose

Example: Look at lines 8 and 9. What is the most likely reason the poet includes figurative language in the poem?

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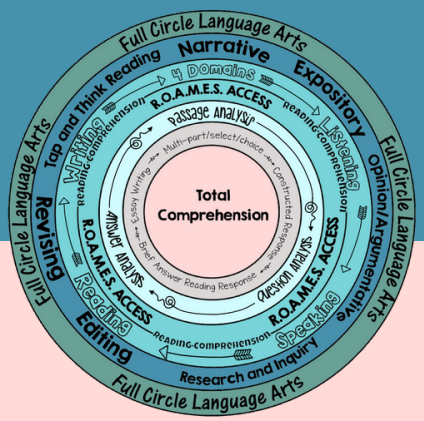
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TEKS 10E

Indentify the use of literary devices, including first- or third- person point of view

Example: Which lines help the reader understand that the poet uses a first-person point of view in the poem?

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TEKS 10G

Identify and explain the use of anecdote

Example: What is the most likely reason the author includes the anecdote in paragraph 4?

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