STAAR Standards & Question Stems - Reading 3-8

Grade	TEKS	SE	Standard	R/S	Question Stem
Beginning Reading Strategies					
3	2	B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	R	What is the speaker doing in this poem?
Vocabulary					
3	4	A	identify the meaning of common prefixes and suffixes and know how they change the meaning of roots.	R	
4 5 6 7 8	2	A	determine the meaning of grade-level academic English words derived from Latin, Greek, or linguistic roots or affixes	R	
3	4	B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs	R	Which words in paragraph _____ help the reader understand the meaning of _____?
4				R	The word _____ in paragraph _____ means . . . ?
5			use the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words	R	
6	2	B		R	In paragraph _____, the word _____ means to . . . ?
7				R	
8				R	In paragraph _____, the word _____ emphasizes . . . ?
3	4	C	identify and use antonyms, synonyms, homographs, and homophones	S	
4 5 6 7 8	2	E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words	R	
Literary Text					
3	5	A	paraphrase the themes and supporting details of fables, legends, myths, or stories	S	
3	5.19	D	make inferences about text and use textual evidence to support understanding (Theme and Genre)	R	What is the main message of the poem?
4 5	3	A	summarize and explain the lesson or message of a work of fiction as its theme	S	_____
6	3	A	infer the implicit theme of a work of fiction	S	
7	3	A	describe multiple themes of a work of fiction, distinguishing theme from the topic	S	

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Literary Text					
8	3	A	analyze literary works that share similar themes across cultures	S	
4	3	B	compare and contrast the adventures or exploits of characters in traditional and classical literature	S	
5	3	B	describe the phenomena explained in origin myths from various cultures	S	
6	3	B	analyze the function of stylistic elements in traditional and classical literature	S	
7	3	B	describe conventions in myths and epic tales	S	
8	3	B	compare and contrast the similarities and differences in mythologies from various cultures	S	
5	3	C	explain the effect of an historical event or movement on the theme of a work of literature	S	
6	3	C	compare and contrast the historical and cultural settings of two literary works	S	
7	3	C	analyze how time and place influence the theme or message of a literary work	S	The poet helps the reader understand how it felt mainly by . . . ?
8	3	C	explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work	S	
Poetry					
3	6	A	descibe the characteristics of various forms of poetry and how they create imagery	S	
4	4	A	explain how the structural elements of poetry relate to form	S	The reader can tell that the poem is written in free-verse form because it does not have . . . ? Which poetic structure is found in the poem?
5	4	A	analyze how poets use sound effects to reinforce meaning in poems	S	
6	4	A	explain how figurative language contributes to the meaning of a poem	S	The poet mentions _____ at the beginning of the poem to convey . . . ?

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Grade	TEKS	SE	Standard	R/S	Question Stem
Poetry					
7	4	A	analyze the importance of graphical elements on the meaning of a poem	S	The poet places the words "_____" on a line by themselves most likely because the words . . . ?
					The repetition of the line "_____" suggests that the speaker . . . ?
8	4	A	compare and contrast the relationship betweeen the purpose and characteristics of different poetic forms	S	
3	6.19	D	make inferences about text and use textual evidence to support understanding (Poetry)	R	Lines _____ through _____ are included in the poem because they . . . ?
					Which word describes the feeling that the poet creates in this poem?
					Lines _____ through _____ are important to the poem because they . . . ?
					The poet titled this poem _____ most likely because . . . ?
					Lines _____ through _____ are included in the poem because they . . . ?
					Which word describes the feeling that the poet creates in this poem?
					The poet titled this poem _____ most likely because . . . ?
4	4.19	D		R	The paragraph above the title of the poem is included to . . . ?
6	4.19	D	make inferences about text and use textual evidence to support understanding (Poetry)	R	The italicized section of the poem serves to . . . ?
					What do lines _____ through _____ tell the reader?
					Which line indicates that the speaker does not _____?
					Which statement best describes the contrast between the speaker's experiences in the two settings of the poem?
					What does the dream reveal to the reader?
7	4.19	D	make complex inferences about text and use textual evidence to support understanding (Poetry)	S	To the speaker, "_____" means . . . ?
					At the end of the poem, the speaker expresses a feeling of . . . ?
					Because the poem is written from the speaker's point of view, the reader is better able to understand . . . ?

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Grade	TEKS	SE	Standard	R/S	Question Stem
Drama					
4	5	A	describe the structural elements particular to dramatic literature	S	
5	5	A	make inferences and draw conclusions	S	
6	5		about the structure and elements of drama	S	
7	5	A	explain a playwright's use of dialogue and stage directions	S	
8	5	A	explain how different playwrights characterize their protagonists and antagonists through the dialogue and staging og their plays	S	Which line from the play suggests that (character feels _____ about character)?
					What can the reader conclude about (character) and (character) from their dialogue?
					Based on the dialogue in paragraphs ____ through ____, how does (character) respond to _____?
					What do paragraphs ____ through ____ suggest about (character)?
5	5.19	D	make inferences about text and use textual evidence to support understanding (Drama)	R	What is the theme of the play?
					How does Scene ____ differ from Scene ____?
					Which of these events resolves (character's) conflict in the play?
					What can the readers conclude from the last paragraph of Scene ____?
					Read these lines from Scene 1 of the play. _____. What do these lines represent?
8	5.19	D		R	Read the line from the excerpt. _____. The playwright includes this line in order to . . . ?
					How does (character) deal with the knowledge that (character) is _____?
					The details used to describe (character's) ideas about _____ are included to . . . ?
5	5.19	E	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Drama)	R	Which sentence best summarizes Scene ____?
8	5.19	E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Drama)	R	What is the best summary of the excerpt?

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Grade	TEKS	SE	Standard	R/S	Question Stem
Fiction					
4	6	A	sequence and summarize the plot's main events and explain their influence on future events	R	
5	6	A	describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows futre events	R	
6	6	A	summarize the elements of plot development in various works of fiction	R	Why do the <u>(characters)</u> argue?
7	6	A	explain the influence of setting on plot development	R	
8	6	A	analyze linear plot development to determine whether and how conflicts are resolved	R	Read the line from the excerpt. _____. The playwright includes this line in order to . . . ?
4	6	B	describe the interaction of characters including their relationships and the changes they undergo	R	
5	6	B	explain the roles and functions of characters in various plots, including their relationships and conflicts	R	
6	6	B	recognize dialect and conversational voice and explain how authors use dialect to convey character	S	
7	6	B	analyze the development of plot through the internal and external responses of the characters, including their motivations and conflicts	R	
8	6	B	analyze how the characters' qualities influence the theme of a fictional work and resolution of the central conflict	R	
4	6	C	identify whether the narrator or speaker of a story is first or third person	S	
5	6	C	describe different forms of third-person points of view in stories	S	
6	6	C	explain different forms points of view , including first- and third-person	S	
7	6	C	explain different forms points of view , including first-, third-person omniscient, and third-person limited	S	
8	6	C	analyze different forms points of view , including limited versus omniscient, subjective versus objective	S	

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Fiction					
6	6.19	D	make inferences about text and use textual evidence to support understanding (Fiction)	R	Read this sentence from paragraph _____. _____. The _____ described in the sentence represents the . . . ?
				R	Which sentence from the folktale best shows that the (character/s) are (quality)?
3	8	A	sequence and summarize the plot's main events and explain their influence on future events	R	
3	8	B	describe the interaction of characters including their relationships and the changes they undergo	S	
Literary Nonfiction					
5	7	A	make inferences and draw conclusions about the structural patterns and features of literary nonfiction and provide evidence from text	S	
6	7	A	identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography	S	
7	7	A	describe the structural and substansive differences between an autobiography or a diary and a fictional adaptation of it	S	
8	7	A	analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice to appeal to the audience	S	
4	7.19	D	make inferences about text and use textual evidence to support understanding (Literary Nonfiction)	R	The reader can tell that _____was concerned that . . . ?
					Which sentence shows that . . . ?
					What evidence from the selection shows that . . . ?

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Grade	TEKS	SE	Standard	R/S	Question Stem
Literary Nonfiction					
7	7.19	D	make complex inferences about text and use textual evidence to support understanding (Literary nonfiction)	S	In paragraph _____, why does the author include information about how _____?
					Why does the author include the italicized paragraph at the end of the selection?
					The author organizes the information in this selection by . . . ?
					Which sentence best shows that _____?
4	7.19	E	summarize information in text, maintaining meaning and logical order (Literary Nonfiction)	R	What is the best summary of the section _____?
7	7.19	E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Literary nonfiction)	S	What is the best summary of this selection?
3	9		make inferences and draw conlusions about the varied structural patterns and features of literary nonfiction with evidence from the text	S	
Literary Text					
4	8	A	identify the author's use of similies and metaphors to produce imagery	S	
5	8	A	evaluate the impact of sensory details, imagery, and figurative language in literary text	R	The author's use of figuartive language in paragraph _____ emphasizes that . . . ?
6	8	A	explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains	R	
7	8	A	determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood	R	Read the lines _____ and _____ from the poem. The poet uses personification in these lines to show that . . . ?
					Which line best communicates the speaker's feelings of _____?
8	8	A	explain the effect of similies and extended metaphors in literary text	R	
4	8.19	D	make inferences about text and use textual evidence to support understanding (Sensory Language)	R	Read this sentence from papragraph _____. _____. The imagery in these lines appeals most to the reader's sense of . . . ?

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Informational Text					
6	9	A	compare and contrast the stated or implied purpose of different authors writing on the same topic	S	
7	9	A	explain the difference between the theme of a literary work and the author's purpose in an expository text	S	
8	9	A	analyze works written on the same topic and compare how the authors achieved similar or different purposes	S	
8	9.19	D	make complex inferences about text and use textual evidence to support understanding (Informational Text)	S	The author uses the first paragraph mostly to . . . ? Why does the author include paragraphs ____ and ____?
3	10	A	identify language that creates a graphic visual experience and appeals to the senses	S	
5	10	A	draw conclusions from the information presented by the author and evaluate how well the author's purpose was achieved	S	What does the author hope to accomplish by writing the letter?
Expository Text					
6	10	A	summarize the main ideas and supporting details in text, demostrating an understanding that a summary does not include opinions	R	
7	10	A	evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning	R	
8	10	A	summarize the main ideas,supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	R	
7	10	B	distinguish factual claims from commonplace assertions and opinions	S	
8	10	B	distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text	S	
6	10	C	explain how different organizational patterns develop the main idea and the author's point of view	R	
7	10	C	use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text	R	

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Grade	TEKS	SE	Standard	R/S	Question Stem
Expository Text					
8	**10**	**C**	make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns	**R**	
6 **7**	**10**	**D**	synthesize and make logical connections between ideas within a text and across two	**R**	
8	**10**	**D**	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence	**R**	
6	**10.19**	**D**	make inferences about text and use textual evidence to support understanding (Expository)	**R**	From the information provided in the selection, the reader can conlude that . . . ?
4	**11**	**A**	summarize the main idea and supporting details in text in ways that maintain meaning	**R**	What is the best summary of the section _____?
5	**11**	**A**	summarize the main idea and supporting details in text in ways that maintain meaning and logical order	**R**	
4	**11**	**B**	distinguish fact from opinion in a text and explain how to verify what is a fact	**R**	
5	**11**	**B**	determine the facts in a text and verify them through established methods	**S**	
4	**11**	**C**	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison	**R**	
5	**11**	**C**	analyze how the organizational pattern of a text influences the relationships among ideas	**R**	
4 **5**	**11**	**D**	use multiple text features to gain an overview of the contents of text and to	**R**	
4	**11.19**	**D**	make inferences about text and use textual evidence to support understanding (Expository)	**R**	What can the reader conclude about (character)?
5	**11**	**E**	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	**R**	
3	**13**	**A**	identify the details or facts that support the main idea	**R**	

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Expository Text					
3	13	B	draw conclusions from facts presented in text and support those assertions with textual evidence	R	Which sentence best supports the idea that . . . ?_____ What happened to _____ when _____?
3	13	C	identify explicit cause and effect relationships among ideas	R	
3	13	D	use text features to locate information and make and verify predictions about contents of text	R	The author includes headings in bold print to . . . ?
Persuasive Text					
6	11	A	compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence	S	
7	11	A	analyze the structure of the central argument in contemporary policy speeches and identify the different types of evidence used to support the argument	S	
6	11	B	identify simply faulty reasoning used in persuasive texts	S	
7	11	B	identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts	S	
8	11	B	analyze the use of rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts	S	Which idea from paragraph ____ does the author base on an assumption?
6	11.19	D	make inferences about text and use textual evidence to support understanding (Persuasive Text)	R	Read this sentence from paragraph ____. _____. The author uses this sentence to . . . ?
8	11.19	D	make complex inferences about text and use textual evidence to support understanding (Persuasive Text)	S	The author of this selection thinks . . . ? The author supports each of his arguments with . . . ?
8	11.19	E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Persuasive Text)	S	What is the best summary of this selection?

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Persuasive Text					
5	12	A	identify the author's viewpoint or position and explain the basic relationship among ideas in the argument	S	The author uses the information in paragraphs ____, ____, and ____ to show that . . . ?
					The author's main argument is that . . . ?
					Based on the information in the letter, the author would most likely agree with which of these statements?
					Which of these sources does the author use to support his argument?
					The author organizes the information in the letter mostly by . . . ?
5	12	B	recognize exaggerated, contradictory, or misleading statements in text	S	
Procedural Text					
6	12	B	interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams	S	
7	12	B	explain the function of the graphical components of a text	S	
4	13	A	determine the sequence of activities needed to carrty out a procedure	S	
5	13	A	interpret details from procedural text to complete a task, solve a problem, or perform procedures	S	
4	13	B	explain factual information presented graphically	S	
5	13	B	interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams	S	
3	15	B	locate and use specific information in graphic features of text	R	
3	15.19	D	make inferences about text and use textual evidence to support understanding (Informational/Procedural)	R	A table is included in the the section _____ to help the readers . . . ?

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Media					
8	12	B	evaluate graphics for their clarity in communicating meaning or achieving a specific purpose	S	
6	13	A	explain messages conveyed in various forms of media	S	
7	13	A	interpret both explicit and implicit messages in various forms of media	S	
8	13	A	evaluate the role of media in focusing attention on events and forming opinion on issues	S	
6	13	B	recognize how various techniques influence viewer's emotions	S	
7	13	C	evaluate various ways media influences and informs audiences	S	
8	13	C	evaluate various techniques used to create a point of view in media and the impact on the audience	S	
6	13.19	D	make inferences about text and use textual evidence to support understanding (Media)	R	The photographs are included to support which idea?
8	13.19	D	make complex inferences about text and use textual evidence to support understanding (Media)	S	Why is the <u>(graph, picture, map, chart)</u> included at the end of the selection?
4	14		use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning	S	
5	14	C	identify the point of view of media presentations	S	
4	14.19	D	make inferences about text and use textual evidence to support understanding (Media)	R	The pictures in the selection show _____?
3	16		use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning	S	
3	16.19	D	make inferences about text and use textual evidence to support understanding (Media)	R	The picture next to paragraph _____ is included in the article to . . . ?

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Comprehension Skills					
7	19	D	make complex inferences about text and use textual evidence to support	R	
8					
6	19	E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	R	
7					
8					
4	19	F	make connections between literary and informational texts with similar ideas and provide textual evidence (Comprehension)	R	What is one difference between the poem and the selection?
					Both the poem and the selection express the importance of . . . ?
5					What is one way the selection and the folktale differ?
					Which sentence from the selection best represents the message of the folktale?
6					One difference between the selection and the folktale is that in the selection, _____?
7	19	F	make connections between and across, including other media, and provide textual evidence	R	One difference between the selection and the folktale is that in the selection, _____?
8	19	F	make intertextual links among and across texts, including other media, and provide textual evidence	R	