

# TAKS Objectives and Question Stems

## Objective 1

**The student will demonstrate a basic understanding of culturally diverse written texts.**  
**(4.9/5.9) Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to

The student is expected to	Questions Stems (grade/question #)
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4 – 8).	(3/2) In paragraph 2, which words help the reader know what <u>originally</u> means?  (3/11) Read the meanings below for the word <u>raised</u> . (Shows dictionary entry with 4 meanings) Which meaning best fits the way <u>raised</u> is used in paragraph 20?  (3/12) In paragraph 16, the word <u>expense</u> means (4/2) In paragraph 5, the word <u>portray</u> means
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like, pay, or happy</i> and affixes such as <i>dis-, pre-, and in-</i> (4 – 8).	(5/2) In paragraph 1, the word <u>plentiful</u> means

**(4.10/5.10) Reading/comprehension.** The student comprehends selections using a variety of strategies.

The student is expected to	Questions Stems (grade/question #)
(F) determine a text’s main (or major) ideas and how those ideas are supported with details (4 – 8).	(3/1) Paragraph 7 is mostly about  (3/3) Look at these pictures of a hurt racoon (shows 4 pictures). Which picture is most like the racoon described in paragraph 3?  (4/1) According to the Pueblo legend, people came to earth because  (4/4) This article is mainly about  (5/1) In paragraph 1, the author writes that the island pearls “gleamed like the early morning sun” to show that pearls are
(G) paraphrase and summarize text to recall, inform, or organize ideas (4 – 8).	(3/10) Read the sentence of the summary below. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Summary of “Daisy the Otter”  <u>Ricardo tells his class about an otter named Daisy.</u>            _____            _____</p> </div> <p>Which of the following completes the summary above?            (4/3) Which of the following is the best summary of this article?</p>

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## Objective 2

**The student will apply knowledge of literary elements to understand culturally diverse written texts.**

**(4.12/5.12) Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres).

The student is expected to	Questions Stems (grade/question #)
(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4 – 8).	(3/13) Which of these best describes how the students feel on the way to the zoo?  (3/14) Why are the students quiet during the trip back to school?  (5/3) How does the wise man know which woman is the thief?  (5/5) Why does the guard accuse the second man of stealing the gold?  (5/6) The first man says that he is weak so that the guard will
(I) recognize and analyze story plot, setting, and problem resolution (4 – 8).	(3/15) What is the main problem in the story?  (3/16) After listening to Ricardo’s report, the class went to the zoo to  (5/7) Why is it important that the cocoa plantation is located near the castle?

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## Objective 3

**The student will use a variety of strategies to analyze culturally diverse written texts.**  
 (4.10/5.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies

The student is expected to	Questions Stems (grade/question #)
(E) use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4 – 8).	(3/6) Read the chart below. It shows the order in which some events happened in the story. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">The workers at the center helped a hurt racoon.</div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">People took other animals there.</div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">The name of the center was changed to Popcorn park.</div> <p>Which of these belongs in the empty box?</p>
(I) find similarities and differences across texts such as in treatment, scope, or organization (4 – 8).	
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4 – 8).	(3/4) Look at the diagram about Sonny and Dudley Morris. Answer the question that follows. <div style="text-align: center; margin: 10px 0;"> </div> <p>Which of the following goes in the blank?</p> (4/8) Read this information from this article. <b>Which information belongs in the blank?</b> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">             A. Making a storyteller doll              1. Form the storyteller figure              2. Add the figures of children              3. _____              4. Paint the storyteller figure           </div> (4/7) Look at the diagram of information from this article. Which idea belongs in the empty box? <div style="text-align: center; margin: 10px 0;"> </div> <p>Which of these belongs in the empty box?</p>

## TAKS Objectives and Question Stems

(4.12/5.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of text(genres).

The student is expected to	Questions Stems (grade/question #)								
(A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?” (4 – 8).	(4/5) From what the reader learns about Cordero, which statement would not be reasonable?								
(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4 – 8).	(3/5) What is the title of this article? (newspaper article)  (3/18) This story was written mainly to  (4/6) The most likely reason the author wrote this article was to								
(E) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (4 – 8).	<p>(5/11) Look at the chart comparing the two stories. Which of these best completes the stories?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">The Sultan’s Pearls</th> <th style="text-align: center;">The King’s Gold</th> </tr> </thead> <tbody> <tr> <td>*The sultan’s empire is near the sea</td> <td>*The king’s castle is near the mountains</td> </tr> <tr> <td>*The wise man looks for the person who took the pearls</td> <td>* The guard searches for the thief</td> </tr> <tr> <td>*The wise man thinks carefully as he searches for the thief</td> <td>* _____</td> </tr> </tbody> </table> <p>(5/9) What is the one difference between the sultan and the king?</p> <p>(5/10) When the wise man and the guard are looking for the thief, how do they act differently?</p>	The Sultan’s Pearls	The King’s Gold	*The sultan’s empire is near the sea	*The king’s castle is near the mountains	*The wise man looks for the person who took the pearls	* The guard searches for the thief	*The wise man thinks carefully as he searches for the thief	* _____
The Sultan’s Pearls	The King’s Gold								
*The sultan’s empire is near the sea	*The king’s castle is near the mountains								
*The wise man looks for the person who took the pearls	* The guard searches for the thief								
*The wise man thinks carefully as he searches for the thief	* _____								
(J) describe how the author’s perspective or point of view affects the text (4 – 8).									

# TAKS Objectives and Question Stems

## Objective 4

**The student will apply critical thinking skills to analyze culturally diverse written texts.**  
**(4.10/5.10) Reading/comprehension.** The student comprehends selections using a variety of strategies.

The student is expected to	Questions Stems (grade/question #)
(H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4 – 8).	(3/8) Which sentence from the story shows the reader that Popcorn Park Zoo is taking good care of the animals?  (3/9) Why are some animals allowed to walk among the visitors?  (3/20) What will Ricardo’s class probably do in the future?  (4/9) What can the reader tell about Condera’s storyteller dolls from reading this article?  (4/10) Condero always places several children around the storyteller because  (5/4) Which sentence in “The Sultan’s Pearls” best show that the Sultan is upset that his island pearls have been stolen?
(J) distinguish fact and opinion in various texts (4 – 8).	(3/7) Which statement is true of most of the animals at Popcorn Zoo?

**(4.11/5.11) Reading/literary response.** The student expresses and supports responses to various types of texts.

The student is expected to	Questions Stems (grade/question #)
(C) support responses by referring to relevant aspects of text [and his/her own experiences.	
(D) connect, compare, and contrast ideas, themes, and issues across text (4 – 8).	(5/12) How is the first woman who is questioned in “The Sultan’s Pearls” like the first man who is questioned in “The King’s Gold”?

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(4.12/5.12) **Reading/text structure/literary concepts.** The student analyzes the characteristics of various types of texts (genres).

The student is expected to	Questions Stems (grade/question #)
<p>(B) recognize that authors organize information in specific ways (4 – 8).</p>	<p>(3/19) Read the headlines of these newspaper stories.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Fewer People Visiting the Zoo? _____</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Otter Arrives At Our Zoo! _____</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Zookeepers Needed at the Zoo! _____</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">See the Bears Swim at the Zoo! _____</div> <p>Which newspaper story did Ricardo most likely read for his report?</p> <p>(4/11) The author organizes paragraph 5 through 8 of the article by</p>