TEKS D.8(A) Reading/Comprehension of Informational Text/Culture and History

Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose.

1. Nirmal Jindal believes that the purpose of Gupta’s airplane is to —

   A. teach people how to act properly on an airplane
   B. help people overcome their fear of flying
   C. demonstrate how comfortable the seats are
   D. make flying more affordable for Indians

---

**Item: 1**

**Reporting Category:** 3

**Source/Genre:** Expository

**When Taught?**

**Vocabulary:** purpose, demonstrate

**Dual Coding:** No

**Content:** main idea/controlling idea

**Process:**

**Cognitive Level:** Understanding

The reader must use facts stated in the text to recall information.

**Correct Answer**

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>77%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>B/G</td>
<td>7%</td>
<td></td>
<td>Student may have confused the instructions for correct behavior as rules to overcoming the fear of flying.</td>
</tr>
<tr>
<td>C/H</td>
<td>1%</td>
<td></td>
<td>Student guessed this answer. The selection does not give great detail to describe comfortable seating.</td>
</tr>
<tr>
<td>D/J</td>
<td>15%</td>
<td></td>
<td>Student was influenced by the brief statistics, not the overall purpose.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Emphasize the difference between important and less important details.
- Note that expository text may have a different purpose than a narrative text.
- Give various examples of a person’s purpose for some action.
TEKS D 9 (C) Reading/Comprehension of Informational Text/Expository Text.
Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.

2 Why does the author use sentence fragments to begin the article?

F To make the reader believe that car travel is better than air travel
G To frighten the reader by issuing warnings about air travel
H To offer the reader a description of a foreign airport
J To interest the reader by connecting with a common flight experience

<table>
<thead>
<tr>
<th>Item: 2</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: expository</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: sentence fragment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: NO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: though not dual coded, process is embedded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: organizational patterns/author’s craft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process: making inferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Level: Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reader is asked to analyze the effect of written conventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readiness/Supporting?</td>
<td>Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Answer</td>
<td>Regional Data</td>
<td>Campus/District Data</td>
<td>Analysis of Distracters</td>
</tr>
<tr>
<td>A/F</td>
<td>2%</td>
<td>Student was more involved in content than in organizational pattern.</td>
<td></td>
</tr>
<tr>
<td>B/G</td>
<td>5%</td>
<td>Student guessed as fragments were not that misleading.</td>
<td></td>
</tr>
<tr>
<td>C/H</td>
<td>18%</td>
<td>The airport is mentioned in the second paragraph, but it does not relate to the fragments.</td>
<td></td>
</tr>
<tr>
<td>D/J</td>
<td>75%</td>
<td>CORRECT ANSWER</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Implications:
- Sentence structure is an important tool of writers. Practice using fragments for a specific reason. Relate it to purposes for text structure.
- Organizational patterns must be emphasized in relation to purpose.
- Students must be able to identify and analyze multiple organizational patterns.
TEKS D 9 (C) Reading/Comprehension of Informational Text/Expository Text. Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.

3 The author includes quotations from Gupta primarily to —

A show how long it took Gupta to modify his airplane
B describe the condition of the Indian airline industry
C explain Gupta’s motivation for taking on the project
D highlight the importance of training in airline safety

<table>
<thead>
<tr>
<th>Item: 3</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: Expository</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: quotations

Dual Coding: No

| Content: author’s purpose/writer’s craft |
| Process: inferences |

Cognitive Level: Analysis

The reader is asked to analyze the author’s purpose for using specific conventions.

<table>
<thead>
<tr>
<th>Readiness/Supporting?</th>
<th>Readiness</th>
</tr>
</thead>
</table>

Correct Answer | Regional Data | Campus/District Data | Analysis of Distracters |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>3%</td>
<td>Some sentences refer to when he got his idea and when he bought the plane, but none of the quotes refer to this.</td>
<td></td>
</tr>
<tr>
<td>B/G</td>
<td>10%</td>
<td>Student may have looked at only one of the quotes.</td>
<td></td>
</tr>
<tr>
<td>C/H</td>
<td>78%</td>
<td>CORRECT ANSWER</td>
<td></td>
</tr>
<tr>
<td>D/J</td>
<td>9%</td>
<td>While the first paragraph refers to safety, none of Gupta’s quotes are about safety training.</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Implications:
- Emphasize purpose of using inferences to determine a person’s motives.
- Review types of details used in expository text, including direct quotations.
TEKS D 9 (C) Reading/Comprehension of Informational Text/Expository Text.
Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.

4 In which line does the author use figurative language to explain why people participate in the simulation?

F In a nod to a more innocent time, passengers are free to visit the pilots in the cockpit.

G Still, for many passengers, the experience is mainly about letting dreams take wing.

H The perky attendant runs through various drills, ending with life-vest use.

J Because space is limited, the plane has been cut down to about two-thirds its normal length and is held in place by thick concrete pillars.

Item: 4 Reporting Category: 3 Source/Genre: expository When Taught?

Vocabulary: figurative language, simulation

Dual Coding: No

Content: figurative language

Process: Cognitive Level: understanding

The student must identify figurative language.

Readiness/Supporting? Readiness

Correct Answer Regional Data Campus/District Data Analysis of Distracters

A/F 8% While this does contain figurative language, it does not explain WHY people participate.

B/G 80% CORRECT ANSWER

C/H 8% Student identified “perky attendant” as figurative language.

D/J 4% Student may have guessed as entire sentence is stated facts.

Instructional Implications:
- Emphasize author’s purpose for using figurative language.
- Practice using various forms of figurative language to describe actions or feelings of others.
TEKS D 9 (C)  Reading/Comprehension of Informational Text/Expository Text.
Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.

5  The first and last paragraphs offer which contradictory opinions?

   A  Flying is no fun; flying is something to look forward to.
   B  Oxygen masks are hard to use; airplane safety is important.
   C  Airplane food tastes awful; passengers enjoy meals on airplanes.
   D  Plastic deck chairs are ugly; the airplane cabin is pretty.

Vocabulary: contradictory, opinion

Dual Coding: No  Content: opinion  Cognitive Level: understanding
Process:  The reader is asked to identify contrasting opinions based on information from a text.

Readiness/ Supporting?  Readiness
Correct Answer  Regional Data  Campus/ District Data  Analysis of Distracters
A/F  76%  CORRECT ANSWER
B/G  14%  These two clauses are not contradictory.
C/H  6%  Information is not in first and last paragraphs.
D/J  4%  Student was looking for obvious contradictions, but these were not related to text.

Instructional Implications:
- Practice distinguishing fact and opinion statements used in expository text.
- Emphasize definition of key terms such as contradiction.
**TEKS D 9(A) Reading/Comprehension of Informational Text/Expository Text.**
Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion.

**6 What is the best summary of the selection?**

- **F** Frustrated by the bad food and lost luggage that accompany modern air travel, B. C. Gupta decided to build a model airplane for his own use. He now welcomes visitors on board for a small fee and even keeps the cabin air-conditioned for comfort.

- **G** Engineering students and flight attendants are now receiving training through an innovative program that takes place on a renovated Indian Airlines plane. Attendants like Ridhi Sehgal learn the proper methods for tasks such as oxygen mask demonstrations.

- **H** Former airline engineer B. C. Gupta, in an effort to familiarize Indian citizens with air travel protocol, built an airplane replica in which he holds training sessions. The sessions include training in airplane behavior, safety, and etiquette.

- **J** College professor Nirmal Jindal is concerned about the way Indian citizens behave on airplanes. As more people begin to travel by airplane, Jindal hopes they will learn such basic manners as how to treat airline hostesses.

<table>
<thead>
<tr>
<th>Item: 6</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: expository</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td>Content: main idea</td>
<td>Cognitive Level: Understanding</td>
<td>The reader has to summarize a text.</td>
</tr>
<tr>
<td>Process:</td>
<td>Content: main idea</td>
<td>Cognitive Level: Understanding</td>
<td>The reader has to summarize a text.</td>
</tr>
<tr>
<td>Readiness/ Supporting?</td>
<td>readiness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Correct Answer**

- **A/F** 14%  
  This answer contains insignificant details and does not relay some of the most important information of how the plane is used for training.

- **B/G** 8%  
  This summary leaves out information regarding how the plane is used with Indian citizens.

- **C/H** 75%  
  **CORRECT ANSWER**

- **D/J** 2%  
  This only summarizes information from the last paragraph.

**Instructional Implications:**
- Students must understand the difference between main idea and supporting details.
TEKS 11 (B) Reading/Comprehension of Informational Text/Procedural Text.
Analyze factual, quantitative, or technical data presented in multiple graphical sources

7. What is the primary purpose of the map?

A. To help the reader identify the selection’s setting
B. To show which countries border India
C. To illustrate the distance between New Delhi and Mumbai
D. To allow the reader to visualize the selection’s details

<table>
<thead>
<tr>
<th>Item: 7</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: map</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Informational text</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary: purpose, setting, illustrate

Dual Coding: No

Content: analyzing graphic sources
Process: analyzing

The reader is asked to analyze the purpose of a graphic source.

Readiness/Supporting? Supporting

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>76%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>B/G</td>
<td>14%</td>
<td></td>
<td>Student did not make connection between the map being a secondary resource of the article and not main unit of reference.</td>
</tr>
<tr>
<td>C/H</td>
<td>6%</td>
<td></td>
<td>Student confused purpose of map as a resource not addition to story details.</td>
</tr>
<tr>
<td>D/J</td>
<td>4%</td>
<td></td>
<td>Student guessed this answer.</td>
</tr>
</tbody>
</table>

Instructional Implications:
- Emphasize the purpose of each aspect of a selection. Specifically identify purpose of charts, maps, photos, etc. as they support the selection.
- Author’s purpose for using specific graphics is another aspect of media often missed.
**TEKS FIG 19 (B) Reading/Comprehension Skills (Figure 19)**
Make complex inferences about text and use textual evidence to support understanding

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**SHORT ANSWER #1**

**DIRECTIONS**

Answer the following question in the box labeled “Short Answer #1” on page 2 of your answer document.

After reading “Postcard: New Delhi,” do you think Gupta’s modified airplane is a good idea? Explain your answer and support it with evidence from the selection.

---

<table>
<thead>
<tr>
<th>Item: short answer</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: Expository text</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: modified</td>
<td>Content: using text evidence</td>
<td>Cognitive Level: Evaluate The reader is asked to evaluate an idea and support his/her response.</td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td>Process: inference</td>
<td>Readiness</td>
<td></td>
</tr>
<tr>
<td>Readiness/Supporting?</td>
<td>Readiness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Students must understand to make a definitive answer that can be supported with evidence.
- Students need practice finding information in a text to prove their stated idea.
**TEKS 5 (B) Reading/Comprehension of Literary Text/Fiction**

Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.

**8 The hostess can best be described as —**

- F elitist
- G talkative
- H composed
- J generous

<table>
<thead>
<tr>
<th>Item: 8</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Literary text, fiction</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** elitist, generous

**Dual Coding:** No

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distractors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>14%</td>
<td></td>
<td>Student did not know correct definition of elitist or chose this answer based on the fact that the hostess was a colonial officer’s wife rather than based on the main event of the story.</td>
</tr>
<tr>
<td>B/G</td>
<td>8%</td>
<td></td>
<td>Student missed her reaction to snake crawling over her foot.</td>
</tr>
<tr>
<td>C/H</td>
<td>75%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>D/J</td>
<td>3%</td>
<td></td>
<td>Student did not understand underlying actions of hostess.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Students must be able to follow an author’s development of a believable character.
- Students must understand the relationship between plot and character development.
TEKS 5 (B)  Reading/Comprehension of Literary Text/Fiction

Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.

9  The American faces the challenge of —

A  making sure the hostess doesn’t stay quiet longer than he does
B  keeping the guests quiet until the cobra leaves the room
C  calming his fear of snakes in order to capture the cobra
D  learning Indian social etiquette so that he will be respected by the other guests

Vocabulary: challenge, etiquette, hostess

Dual Coding: No

Content: character development, conflict
Process: readiness

Cognitive Level: Understanding
The reader must understand the plot and conflict faced by a character.

Correct Answer  Regional Data  Campus/District Data  Analysis of Distracters
A/F  4%  
B/G  78%  CORRECT ANSWER
C/H  13%  Student did not follow the action of the story or confused the characters in the story.
D/J  5%  Student did not understand motive of the American.

- Develop a deeper understanding of character motives and challenges so a student can better understand the development of plot.
TEKS D.1 (B) **Reading/Vocabulary Development.**
Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words

**10** Which words from paragraph 7 best help the reader understand the use of the word *arresting*?

- F  *it sobers everyone*
- G  *frighten the cobra*
- H  *he knows the commotion*
- J  *He speaks quickly*

<table>
<thead>
<tr>
<th>Item: 10</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: Literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** arresting, sobers, commotion

**Dual Coding:** No

**Content:** context clues

**Process:**

- Cognitive Level: understand
  - The student uses context clues to understand the meaning of words.

**Readiness/Supporting?** readiness

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>73%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>B/G</td>
<td>4%</td>
<td></td>
<td>Student did not connect the effect of the voice with the situation.</td>
</tr>
<tr>
<td>C/H</td>
<td>5%</td>
<td></td>
<td>Student did not understand meaning of commotion.</td>
</tr>
<tr>
<td>D/J</td>
<td>18%</td>
<td></td>
<td>Student connected speaking with quickly instead of relating the word arresting to the tone of voice.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- In addition to practicing using context clues include recognizing the denotative and connotative implications of the words.
- Broaden vocabulary study to include the influence of specific words on the outcome of a situation.
TEKS D 5 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.

**Fig 19 (B)** Make complex inferences about text and use textual evidence to support understanding.

11. What is the primary purpose of paragraph 1?

A. To start the story with an exciting event
B. To establish the context for the events that follow
C. To reveal that the narrator is unreliable
D. To introduce the reader to the story’s primary conflict

<table>
<thead>
<tr>
<th>Item: 11</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: purpose, establish, context, narrator, unreliable, primary, conflict</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: Yes</td>
<td>Content: structure/organization Process: inference</td>
<td>Cognitive Level: Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The reader must analyze the structure of a story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readiness/ Supporting readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Correct Answer**

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>17%</td>
<td></td>
<td>No event is described in this paragraph.</td>
</tr>
<tr>
<td>B/G</td>
<td>70%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>1%</td>
<td></td>
<td>Student guessed as nothing in the paragraph describes the narrator.</td>
</tr>
<tr>
<td>D/J</td>
<td>11%</td>
<td></td>
<td>Student may have answered before reading the entire story and realizing the conflict was not because of the type of guests at the party.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Students must be taught to analyze the functions of various story elements on the overall meaning of a text.
TEKS D 5 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.

Fig 19 (B) Make complex inferences about text and use textual evidence to support understanding.

12 Which of these is an example of irony in the story?

- F A colonel and a young girl debate whether men and women have different amounts of self-control.
- G Cobras normally hide in the rafters of a room, but the cobra in the story is under the table.
- H The American is the only person at the party besides the hostess who realizes the danger everyone is in.
- J The hostess exhibits extreme self-control at the very moment the colonel is saying that women lack it.

<table>
<thead>
<tr>
<th>Item: 12</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: irony, debate, rafters, exhibits, extreme

<table>
<thead>
<tr>
<th>Dual Coding: Yes</th>
<th>Content: irony</th>
<th>Cognitive Level: applying</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Process: inference</td>
<td>Reader must apply the definition of irony to the story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>11%</td>
<td></td>
<td>The example could foreshadow the outcome, but does not fit the definition of irony.</td>
</tr>
<tr>
<td>B/G</td>
<td>12%</td>
<td></td>
<td>The example is a fact from the story but does not meet the definition of irony.</td>
</tr>
<tr>
<td>C/H</td>
<td>15%</td>
<td></td>
<td>Paragraph 4 indicates the native boy also knew. This answer also does not fit the definition of irony.</td>
</tr>
<tr>
<td>D/J</td>
<td>62%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
</tbody>
</table>

Instructional Implications:
- Review definitions and practice identifying literary techniques.
TEKS D 12 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.

**Fig 19 (B)** Make complex inferences about text and use textual evidence to support understanding

13 The books recommended on the website all relate to which aspect of “The Dinner Party”?

A  Its symbolism
B  Its story line
C  Its characters
D  Its setting

<table>
<thead>
<tr>
<th>Item: 13</th>
<th>Reporting Category:</th>
<th>Source/Genre: Website – media literacy</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** recommended, symbolism, setting

**Dual Coding:** Yes

**Content:** media

**Process:** inference

**Cognitive Level:** analyzing

The reader must make connections between information from various sources.

**Readiness/Supporting:** supporting

**Correct Answer** | **Regional Data** | **Campus/District Data** | **Analysis of Distracters**
--- | --- | --- | ---
A/F | 39% | | Student did not see the general relationship between the three books, and inferred it must be deeper connection.
B/G | 46% | CORRECT ANSWER
C/H | 6% | | Student used the pictures to make connections but not the titles.
D/J | 9% | | Student recognized only one of the books shared the setting and made no other connection.

**Instructional Implications:**
- Provide opportunities for students to make a wide range of connections across texts and different forms of media.
**TEKS D 1 (B) Reading/Vocabulary Development.**
Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.

### Question 14
Which expression from paragraph 8 means “to glorify”?

- **F** put on a pedestal
- **G** get out of control
- **H** tear you down
- **J** let you become human

### Item Information
- **Reporting Category:** 1
- **Source/Genre:** Expository
- **When Taught?**

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>74%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>B/G</td>
<td>10%</td>
<td></td>
<td>This phrase describes what was happening to Fosbury’s fame, but it doesn’t reflect what “to glorify” means.</td>
</tr>
<tr>
<td>C/H</td>
<td>5%</td>
<td></td>
<td>Student did not understand the connotative meaning of the word glorify.</td>
</tr>
<tr>
<td>D/J</td>
<td>11%</td>
<td></td>
<td>This choice represents the opposite meaning.</td>
</tr>
</tbody>
</table>

### Vocabulary:
- expression, pedestal, glorify

### Dual Coding
- No

### Content:
- context clues

### Cognitive Level:
- Understanding

### Process:
- Student must use context clues to understand the meaning of phrases.

### Readiness/Supporting
- readiness

### Instructional Implications:
- Emphasize use of the dictionary for unknown words and selection of matching definition.
- Examine context of phrases and words more deeply.
TEKS D 9 (C) Reading/Comprehension of Informational Text/Expository Text.
Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns

**15** Why does the author include details about the “scissors” style of high jumping?

- A To help the reader visualize the Fosbury Flop
- B To demonstrate that track-and-field competitors like to use descriptive terminology
- C To emphasize that the high jump can be dangerous for young athletes
- D To describe a technique that was common before the Fosbury Flop

<table>
<thead>
<tr>
<th>Item: 15</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: expository</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: visualize, demonstrate, terminology, technique

Dual Coding: No

- Content: details
- Process: inference

Cognitive Level: Analysis

- Student analyzes the purpose of an author’s use of details.

### Readiness/Supporting

Correct Answer | Regional Data | Campus/ District Data | Analysis of Distracters
--- | --- | --- | ---
A/F | 21% |  | The description is not of the Fosbury Flop, so the student may not have read the section carefully.
B/G | 4% |  | Student may have made this assumption based on the terms “belly roll” and “straddle” also used, but this statement is not supported with text evidence.
C/H | 3% |  | The text does refer to concern about the dangers of using the Fosbury Flop, but this is not discussed in the paragraph about the scissor style.
D/J | 72% |  | CORRECT ANSWER

**Instructional Implications:**

- Students must know how to justify thinking with text evidence.
**TEKS D 9 (C) Reading/Comprehension of Informational Text/Expository Text.**
Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns

16 What can the reader conclude from paragraph 5?

- F When Fosbury competed at the 1968 Olympics, he was the center of attention.
- G Olympic spectators are more interested in high jumpers than in marathon runners.
- H Fosbury didn’t face much competition at the 1968 Olympics.
- J The Olympics used to produce more record-setting performances.

<table>
<thead>
<tr>
<th>Item: 16</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: expository text</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: conclude, spectators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td>Content: main ideas</td>
<td>Cognitive Level: understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Process: draw conclusions</td>
<td>Reader must make inferences from stated facts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readiness/Supporting readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Answer Regional Data</td>
<td>Campus/District Data</td>
<td>Analysis of Distracters</td>
<td></td>
</tr>
<tr>
<td>A/F</td>
<td>78%</td>
<td>CORRECT ANSWER</td>
<td></td>
</tr>
<tr>
<td>B/G</td>
<td>10%</td>
<td>This is a generalization based on the sentence about how spectators at this particular event reacted. There is not enough evidence to support such a broad generalization.</td>
<td></td>
</tr>
<tr>
<td>C/H</td>
<td>8%</td>
<td>Student may have misinterpreted the fact that he cleared all of the heights on his first attempt with not having any competition.</td>
<td></td>
</tr>
<tr>
<td>D/J</td>
<td>4%</td>
<td>There is no text evidence to support this.</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Students must be able to paraphrase information.
- Students must know how to use text evidence to support and clarify understanding.
**TEKS D 8 A Reading/Comprehension of Informational Text/Culture and History**

Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose.

### Item: 17

The author includes the information in paragraph 4 to —

A. show Fosbury’s determination and eventual success  
B. explain the mechanics of the Fosbury Flop  
C. demonstrate Fosbury’s reluctance to follow the advice of others  
D. emphasize Fosbury’s desire to get a college education

<table>
<thead>
<tr>
<th>Item: 17</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: expository</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** determination, mechanics, reluctance, advice  
**Dual Coding:** No  
**Content:** author’s purpose  
**Process:** Cognitive Level: Analyze  
The reader must analyze text to determine purpose.

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>79%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>B/G</td>
<td>4%</td>
<td></td>
<td>Student may have looked at the wrong paragraph. This is described in the previous paragraph.</td>
</tr>
<tr>
<td>C/H</td>
<td>13%</td>
<td></td>
<td>Information was only part of wide description that student missed.</td>
</tr>
<tr>
<td>D/J</td>
<td>4%</td>
<td></td>
<td>While the college is mentioned, it is not necessarily related to the main purpose of the paragraph.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Practice is always needed to separate less important details from the most important.
- Students need to understand that different parts of texts may serve different purposes.
**TEKS D 8 A Reading/Comprehension of Informational Text/Culture and History**

Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose.

<table>
<thead>
<tr>
<th>Item: 18</th>
<th>Reporting Category:3</th>
<th>Source/Genre: expository</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** committed, established,

**Dual Coding:** No

**Content:** main idea/controlling idea

**Process:**

**Cognitive Level:** understanding

Reader must be able to interpret facts to determine a controlling idea.

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>11%</td>
<td></td>
<td>Student confused the facts of the text.</td>
</tr>
<tr>
<td>B/G</td>
<td>74%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>10</td>
<td></td>
<td>Student confused minor detail with more important detail.</td>
</tr>
<tr>
<td>D/J</td>
<td>5%</td>
<td></td>
<td>Student went with general answer instead of checking facts.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Students need to practice paraphrasing information.
- Students must learn the difference between important and less important details.
TEKS D 9 (C) Reading/Comprehension of Informational Text/Expository Text.
Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns

19 The author organizes the selection by —

A discussing only Fosbury’s successes in high jumping
B showing what Fosbury’s coaches taught him
C presenting a chronological account of Fosbury’s high jumping career
D comparing Fosbury’s life to the lives of other track-and-field athletes

<table>
<thead>
<tr>
<th>Item: 19</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: expository</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: organizes, chronological, comparing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td>Content: organizational patterns</td>
<td>Cognitive Level: analyzing</td>
<td></td>
</tr>
<tr>
<td>Process: inference</td>
<td>Reader must analyze the structure of a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readiness/ Supporting</td>
<td>readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Answer</td>
<td>Regional Data</td>
<td>Campus/ District Data</td>
<td>Analysis of Distracters</td>
</tr>
<tr>
<td>A/F</td>
<td>13%</td>
<td>Student did not reread facts as challenges were also described.</td>
<td></td>
</tr>
<tr>
<td>B/G</td>
<td>2%</td>
<td>Coaches were only mentioned in portions of the text.</td>
<td></td>
</tr>
<tr>
<td>C/H</td>
<td>80%</td>
<td>Correct Answer</td>
<td></td>
</tr>
<tr>
<td>D/J</td>
<td>5%</td>
<td>Student was confused by examples given.</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Implications:
- Students must be able to describe the organizational structure of a text.
- Students must understand that a text may have several organizational patterns which work together to convey overall meaning.
TEKS D 9 (C) Reading/Comprehension of Informational Text/Expository Text. Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.

20  The author ends the selection with information about Fosbury’s later life in order to show —

- F what an athlete can expect when he or she gets older
- G Fosbury’s continued commitment to the sport and the honors he has received
- H an example of what it takes to be elected to the United States Olympic Hall of Fame
- J why it is important for famous athletes to serve as role models for others

<table>
<thead>
<tr>
<th>Item: 20</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: expository</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: commitment, role models</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Coding: No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: author’s purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process: inference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Level: analyzing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reader must analyze the purpose of a portion of text.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>6%</td>
<td></td>
<td>This portion does not refer to all athletes. The student made a broad generalization based on facts about a specific person.</td>
</tr>
<tr>
<td>B/G</td>
<td>77%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>6%</td>
<td></td>
<td>This only reflects one fact from this portion of the text. It does not reflect overall purpose.</td>
</tr>
<tr>
<td>D/J</td>
<td>11%</td>
<td></td>
<td>While this reflects Fosbury’s purpose for competing in the World’s Master competition, it does not reflect the purpose of the text.</td>
</tr>
</tbody>
</table>

Instructional Implications:
- Students must understand that different parts of texts serve different purposes.
- Students must understand the relationship between the author’s purpose for writing about a subject and facts and organizational techniques used to convey information about a subject.
**TEKS D 11 (A) Reading/Comprehension of Informational Text/Procedural Text.**
Evaluate text for the clarity of its graphic and its visual appeal

<table>
<thead>
<tr>
<th>Item: 21</th>
<th>Reporting Category: 3</th>
<th>Source/Genre: Informational text</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** purpose, effective, executed

**Dual Coding:** No

**Content:** purpose of graphics

**Process:**

- Reader must analyze specific purpose of drawings.

**Readiness/Supporting**

**Correct Answer** | **Regional Data** | **Campus/District Data** | Analysis of Distracters |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>4%</td>
<td></td>
<td>Student guessed as no instruction is given to attempt it.</td>
</tr>
<tr>
<td>B/G</td>
<td>7%</td>
<td></td>
<td>Student must have been looking for a fact to select this answer.</td>
</tr>
<tr>
<td>C/H</td>
<td>6%</td>
<td></td>
<td>Student may have interjected his own opinion.</td>
</tr>
<tr>
<td>D/J</td>
<td>83%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Graphics in informational text require more thorough evaluation than ones in fictional text.
- Graphics are part of the author’s organizational pattern.
- Help students understand how graphics support ideas in texts.
**TEKS D 1 (B) Reading/Vocabulary Development.**
Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words

<table>
<thead>
<tr>
<th>Item: 22</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: poetry</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: russet, sunburnt

Dual Coding: No

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>5%</td>
<td></td>
<td>Student knew it was referring to a color, but did not notice late summer as a hint.</td>
</tr>
<tr>
<td>B/G</td>
<td>5%</td>
<td></td>
<td>Student combined above description of a boat with grasses in the russet description.</td>
</tr>
<tr>
<td>C/H</td>
<td>85%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>D/J</td>
<td>5%</td>
<td></td>
<td>Student related words because they were in the same sentence.</td>
</tr>
</tbody>
</table>

Instructional Implications:
- Emphasize reading entire stanza before selecting a vocabulary answer.
- Structure of poetry entails much description that students need to recognize. Practice using synonyms and antonyms.
### TEKS D 3 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.

Fig. 19 (B) Make complex inferences about text and use textual evidence to support understanding.

---

#### 23 Read the following lines from the poem.

> I say, “It’s Sunday, and here we are in the church of the out-of-doors.”

By using this analogy, the poet emphasizes —

- **A** the speaker’s authority as a parent
- **B** the importance of spending time with family
- **C** the speaker’s emotional vulnerability
- **D** the sacredness of nature

---

<table>
<thead>
<tr>
<th>Item: 23</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: poetry</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary:** analogy, emphasizes, authority, vulnerability, sacredness

**Dual Coding:** Yes

**Content:** analogy, poetic elements

**Process:**

- **Cognitive Level:** Analysis
  - Reader must analyze specific purpose of an analogy.

**Readiness/Supporting:** supporting

---

**Correct Answer**

<table>
<thead>
<tr>
<th>Regional Data</th>
<th>Campus/District Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A/F</strong></td>
<td>6%</td>
</tr>
<tr>
<td><strong>B/G</strong></td>
<td>22%</td>
</tr>
<tr>
<td><strong>C/H</strong></td>
<td>19%</td>
</tr>
<tr>
<td><strong>D/J</strong></td>
<td>53%</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Review figurative language terminology.
- Examine and create original examples of figurative language.
TEKS D 3 (A) Reading/Comprehension of Literary Text/Poetry.
Analyze the effects of diction and imagery (e.g., controlling images, figurative language, under-statement, over-statement, irony, paradox) in poetry.

### Item: 24

**Read these lines from the poem.**

A clap of thunder beyond those hills. How well sound travels over water. . . .

The poet uses these lines to emphasize the importance of —

- **F** truth
- **G** listening
- **H** power
- **J** imagination

<table>
<thead>
<tr>
<th>Item: 24</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: poetry</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** clap, emphasize, imagination

**Dual Coding:** No

**Content:** poetic devices, author’s purpose

**Process:**

Cognitive Level: Analyzing
Reader must analyze specific purpose of descriptive language.

**Readiness/Supporting:** supporting

**Correct Answer** | **Regional Data** | **Campus/District Data** | **Analysis of Distracters** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>5%</td>
<td></td>
<td>Student read the lines on a literal level.</td>
</tr>
<tr>
<td>B/G</td>
<td>69%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>15%</td>
<td></td>
<td>Student may have equated the words “thunder” and “power”.</td>
</tr>
<tr>
<td>D/J</td>
<td>11%</td>
<td></td>
<td>Student relates more to the description than the purpose of the description.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Discuss and practice the use of imagery in poetry.
- Students must be able to read beyond a literal level of understanding.
TEKS D 3 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.

Fig 19 (B) Make complex inferences about text and use textual evidence to support understanding.

<table>
<thead>
<tr>
<th>Item: 25</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: poetry</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: clap, russet

Dual Coding: Yes | Content: using text evidence | Cognitive Level: understanding
Process: inference | The student must use text evidence to support an inference.

| Readiness/ Supporting? | supporting |

Correct Answer | Regional Data | Campus/ District Data | Analysis of Distracters |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>6%</td>
<td></td>
<td>Student may have noticed this line was closer to the end of the poem than the other answer choices.</td>
</tr>
<tr>
<td>B/G</td>
<td>16%</td>
<td></td>
<td>This reflects the catalyst for the poet’s introspection, but does not reflect why he chose not to speak.</td>
</tr>
<tr>
<td>C/H</td>
<td>2%</td>
<td></td>
<td>This line reflects the setting but does not reflect why the speaker chose not to speak.</td>
</tr>
<tr>
<td>D/J</td>
<td>76%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
</tbody>
</table>

Instructional Implications:
- Students must learn to paraphrase figurative and descriptive language.
- Students must know how to use meaningful text evidence to support understanding.
**TEKS D7 Reading/Comprehension of Literary Text/Sensory Language.**

Explain the role of irony, sarcasm, and paradox in literary works

**Fig 19 (B) Make complex inferences about text and use textual evidence to support understanding**

26 What does the poet mean by the lines “suddenly everything is a metaphor for how/short a time we are granted on earth”?

- **F** Nature often serves as a reminder that time does not stand still.
- **G** Time passes differently for different people.
- **H** The future represents uncertainty.
- **J** Ordinary occurrences in nature cannot always be described.

<table>
<thead>
<tr>
<th>Item: 26</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: poem</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** metaphor, uncertainty

<table>
<thead>
<tr>
<th>Dual Coding: Yes</th>
<th>Content: literary language</th>
<th>Cognitive Level: Application</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Process: Inference</td>
<td>The student must use his understanding of metaphor to interpret meaning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>64%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>B/G</td>
<td>19%</td>
<td></td>
<td>Student used a common truth, but it did not apply to this poem.</td>
</tr>
<tr>
<td>C/H</td>
<td>13%</td>
<td></td>
<td>This is another common truth but does not directly apply to poem.</td>
</tr>
<tr>
<td>D/J</td>
<td>4%</td>
<td></td>
<td>This choice does not relate to time, and the poem actually describes ordinary occurrences in nature throughout the poem.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**

- Comprehension of sensory language takes practice and constant repetition.
- Apply definitions of literary terms frequently.
TEKS D 3 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.

Fig. 19 (B) Make complex inferences about text and use textual evidence to support understanding.

27 What is the most likely reason the poet ends the first stanza after line 13?

A. To emphasize the poem’s central message
B. To indicate a change in the poem’s setting
C. To introduce new details about the poem’s speaker
D. To highlight a shift in point of view

Item: 27  Reporting Category: 2  Source/Genre: poetry  When Taught?

Vocabulary: emphasize, point of view,
Dual Coding: yes
Content: Author’s purpose, poetic structures
Process: cognitive level: analyzing
Reader must analyze poem for author’s purpose of organization.

Correct Answer  Regional Data  Campus/District Data  Analysis of Distracters
A/F       51%                                      CORRECT ANSWER
B/G       19%                                      The student did not understand how the first and second stanzas were connected.
C/H       10%                                      Student did not understand purpose of poem.
D/J       20%                                      Student recognized the shift in tone created by the line, but the point of view remained the same.

Instructional Implications:
• Students must be able to analyze an author’s choices in relation to purpose.
• Students must be familiar with terminology related to literary devices and structures.
**TEKS D 5 (C) Reading/Comprehension of Literary Text/Fiction.**
Analyze the way in which a work of fiction is shaped by the narrator’s point of view

### 28. What is the primary purpose of paragraphs 1 and 11?

- **F** To show how the narrator’s viewpoint changes
- **G** To frame the story with the narrator’s primary conflict
- **H** To contrast the narrator’s opinion with Marge’s opinion
- **J** To highlight the resolution of the narrator’s conflict

<table>
<thead>
<tr>
<th>Item: 28</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: Literary text - fiction</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: purpose, viewpoint, narrator, conflict, contrast, resolution

Dual Coding: no

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>22%</td>
<td></td>
<td>Student does not understand the viewpoint does not change.</td>
</tr>
<tr>
<td>B/G</td>
<td>54%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>10%</td>
<td></td>
<td>Marge’s opinion is not given in the story.</td>
</tr>
<tr>
<td>D/J</td>
<td>14%</td>
<td></td>
<td>Student sees completion of story, but no resolution is shown.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Students must learn the purposes for using different points of view.
- Students must be able to describe the author’s purpose for crafting a piece in particular ways.
- Students understanding of point of view must go beyond simply knowing what point of view is used.
**TEKS D 7 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.

*Fig. 19 (B)* Make complex inferences about text and use textual evidence to support understanding.

**29** In paragraph 6, what is the effect of the author’s use of figurative language?

- **A** It highlights the old couple’s naiveté.
- **B** It reveals the clerk’s confusion.
- **C** It shows how reluctant the old man is to pay.
- **D** It emphasizes the tension of the scene.

<table>
<thead>
<tr>
<th>Item: 29</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: literary text - fiction</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary:</strong> effect, figurative language, naïveté’</td>
<td><strong>Content:</strong> figurative language Process:</td>
<td>Cognitive Level: analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Dual Coding:</strong> Yes</td>
<td><strong>C</strong> figurative language</td>
<td>The reader must analyze the effect of figurative language on meaning.</td>
<td></td>
</tr>
<tr>
<td><strong>Process:</strong></td>
<td><strong>readiness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Readiness/ Supporting</strong></td>
<td><strong>readiness</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distractors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A/F</strong></td>
<td>10%</td>
<td>Student confused the descriptive language of “innocent and peaceful” with the figurative language of “cut the silence…”</td>
<td></td>
</tr>
<tr>
<td><strong>B/G</strong></td>
<td>8%</td>
<td>Student may have misunderstood the meaning of “hemmed and hawed”. The student did not recognize the figurative language of “cut the silence…”</td>
<td></td>
</tr>
<tr>
<td><strong>C/H</strong></td>
<td>10%</td>
<td>Student may have misunderstood the paragraph. It does not indicate that the old man was reluctant to pay.</td>
<td></td>
</tr>
<tr>
<td><strong>D/J</strong></td>
<td>72%</td>
<td>CORRECT ANSWER</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Students must be able to recognize figurative language in all forms.
**TEKS D 5 (B) Reading/Comprehension of Literary Text/Fiction.**

Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

<table>
<thead>
<tr>
<th>Item: 30</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: literary fiction text</th>
<th>When Taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: dignified</td>
<td>Content: character development, main idea, text evidence</td>
<td>Cognitive Level: understanding</td>
<td>The student must use text evidence to support understanding of character.</td>
</tr>
</tbody>
</table>

**Dual Coding: No**

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>12%</td>
<td></td>
<td>While this describes the characters, it does not give evidence of them being in love.</td>
</tr>
<tr>
<td>B/G</td>
<td>79%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>C/H</td>
<td>3%</td>
<td></td>
<td>This describes an event, but does not give evidence that the couple is in love.</td>
</tr>
<tr>
<td>D/J</td>
<td>6%</td>
<td></td>
<td>Student selected the reaction of the couple to the situation. This does not give evidence of being in love.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Students must be able to provide meaningful text evidence to support understanding of characters.
**TEKS D 5 (B) ) Reading/Comprehension of Literary Text/Fiction.**

Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.

### Item: 31

The narrator faces a major conflict over how to —

- A. capture the beauty and essence of the story she is relating
- B. communicate effectively with Marge
- C. succeed in becoming a writer
- D. find happiness like that shared by the old couple

<table>
<thead>
<tr>
<th>Item: 31</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: literary fiction text</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

**Vocabulary:** conflict, essence

**Dual Coding:** No

**Content:** character development, conflict

**Process:**

**Readiness/Supporting: readiness**

**Correct Answer**

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>56%</td>
<td></td>
<td>Correct Answer</td>
</tr>
<tr>
<td>B/G</td>
<td>11%</td>
<td></td>
<td>Student did not understand narrator’s desire to tell a beautiful story, not just communicate.</td>
</tr>
<tr>
<td>C/H</td>
<td>18%</td>
<td></td>
<td>Student’s understanding of narrator needs expansion as she only wanted to tell a beautiful story.</td>
</tr>
<tr>
<td>D/J</td>
<td>15%</td>
<td></td>
<td>Student understood most of the narrator’s emotion, but went to a conclusion that could not be proven by text.</td>
</tr>
</tbody>
</table>

**Instructional Implications:**
- Practice using text to confirm a character’s development.
- Students must understand types of conflicts.
TEKS D 5 (C) Reading/Comprehension of Literary Text/Fiction.
Analyze the way in which a work of fiction is shaped by the narrator’s point of view

32 By having the narrator tell the story to Marge, the author allows the reader to function as —

F a firsthand witness
G a second storyteller
H a third-party observer
J an informed participant

Item: 32 Reporting Category: 2 Source/Genre: literary fiction When Taught?

Vocabulary: firsthand

Dual Coding: No

Content: Organization and point of view
Process: Reader must analyze the how point of view effects understanding of a story.

Readiness/Supporting supporting

Correct Answer Regional Data Campus/District Data Analysis of Distracters
A/F 29% Student misunderstood the meaning of the term “firsthand witness” or confused description with point of view.
B/G 17% Student viewed the narrator as an outside observer, just like him/her.
C/H 41% Correct answer
D/J 13% Student believed he was part of the action.

Instructional Implications:
- Emphasize the role of point of view to the reader. Allow text to dictate support for reactions to the point of view.
- Review types of point of view and importance of each to plot of the story.
TEKS D 5 A Reading/Comprehension of Literary Text/Fiction.
Analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development

33 The author uses ellipses primarily to —

A give the story a conversational tone
B make the reader think that the story will have an unexpected ending
C indicate that the narrator is judgmental
D imply that the reader should act as a participant in the events of the story

<table>
<thead>
<tr>
<th>Item: 33</th>
<th>Reporting Category: 2</th>
<th>Source/Genre: literary text - fiction</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: ellipses, imply, judgmental

Dual Coding: No

dual coding

Content: conventions, author’s craft

Process:

Readiness/Supporting

supporting

Cognitive Level: analysis

The reader will analyze the use of written conventions.

Correct Answer | Regional Data | Campus/District Data | Analysis of Distracters
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>59%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
<tr>
<td>B/G</td>
<td>22%</td>
<td></td>
<td>Student thinks that an ellipse means important information is omitted on purpose.</td>
</tr>
<tr>
<td>C/H</td>
<td>7%</td>
<td></td>
<td>Student may not know what judgmental means.</td>
</tr>
<tr>
<td>D/J</td>
<td>12%</td>
<td></td>
<td>Student believes an ellipse means he/she needs to complete the missing information.</td>
</tr>
</tbody>
</table>

Instructional Implications:
- Students must read with a writer’s eye.
- Students need to discuss different techniques that authors use and ways that authors use various conventions for different purposes.
- Students need to look at the relationship between conventions and tone.
TEKS Fig 19 B Reading/Comprehension Skills (Figure 19)
Make complex inferences about text and use textual evidence to support understanding

34 Which quotation from “I Wish I Was a Poet” best reflects the speaker’s overall experience in “Sunday Morning Early”?

F They were raggedy and kinda beat.

G Everyone kept their eyes dead on her, and the receptionist, who was awfully young and pretty, was almost scared out of her wits.

H Yes, I dropped by to see her last night. . . .

J Sometimes there are poetry things that I see and I’d like to tell people about them in a poetry way. . . .

<table>
<thead>
<tr>
<th>Item: 34</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: Poetry, literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: reflects

Dual Coding: No

Content: 
Process: making connections, making comparisons

Cognitive Level: evaluate
Reader must analyze and compare how ideas in two texts are represented.

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Regional Data</th>
<th>Campus/ District Data</th>
<th>Analysis of Distracters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/F</td>
<td>4%</td>
<td></td>
<td>This quote does not relate to anything in the poem.</td>
</tr>
<tr>
<td>B/G</td>
<td>12%</td>
<td></td>
<td>Student only made the connection that each had a young woman.</td>
</tr>
<tr>
<td>C/H</td>
<td>5%</td>
<td></td>
<td>Student narrowed the connection to time setting, night.</td>
</tr>
<tr>
<td>D/J</td>
<td>79%</td>
<td></td>
<td>CORRECT ANSWER</td>
</tr>
</tbody>
</table>

Instructional Implications:
- Practice connecting main idea or theme in various types of literature.
- Practice using quotations or lines from one text to support ideas or themes from another text.
English I Reading 2013

Fig 19 (B) Reading/Comprehension Skills (Figure 19)
Make complex inferences about text and use textual evidence to support understanding

35 Which two actions in the selections have a similar meaning?

A Paddling identical kayaks in "Sunday Morning Early" and staying at a downtown hotel in "I Wish I Was a Poet"

B Hearing the chirring of grasshoppers in "Sunday Morning Early" and taking out the crumpled dollar bills in "I Wish I Was a Poet"

C Listening to the stillness in "Sunday Morning Early" and smelling the roses in "I Wish I Was a Poet"

D Leaning out of the boat in "Sunday Morning Early" and stringing the beans in "I Wish I Was a Poet"

Item: 35 Reporting Category: 1 Source/Genre: dual poetry and literary fiction When Taught?

Vocabulary: similar

Dual Coding: No Content: symbolism Cognitive Level: analyze
Process: making connections/comparisons

Cognitive Level: analyze
Reader will compare ideas and make inferences about two texts.

Readiness/ Supporting readiness
Correct Answer Regional Data Campus/ District Data Analysis of Distracters

A/F 7% Student saw only the activity and not the meaning of the actions. Kayaking was getting them to a place, the hotel was the destination.

B/G 17% Student understood only the action of the moment, not the broader meaning.

C/H 69% CORRECT ANSWER

D/J 7% Student guessed or did not understand the question. Both actions were minor occurrences.

Instructional Implications:
• One of the keys to connecting inferences with evidence is practice. Offer opportunities frequently for students to support an inference with text.
• Dual passages are unique to some and students need practice and discussion to be successful.
TEKS Fig 19 (B) Reading/Comprehension Skills (Figure 19)
Make complex inferences about text and use textual evidence to support understanding

36 What is one difference between the speaker of “Sunday Morning Early” and the narrator of “I Wish I Was a Poet”?

F The speaker wishes to remain quiet, while the narrator wishes to tell a story.

G The speaker tries to communicate with the daughter, while the narrator tries to exclude Marge.

H The speaker enjoys being in nature, while the narrator enjoys being indoors.

J The speaker has a pessimistic outlook, while the narrator has an optimistic one.

<table>
<thead>
<tr>
<th>Item: 36</th>
<th>Reporting Category: 1</th>
<th>Source/Genre:</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: narrator, pessimistic, optimistic

Dual Coding: No

Content: purpose
Process: making inferences

Cognitive Level: understand
Reader must understand and compare two authors’ purposes.

Correct Answer | Regional Data | Campus/District Data | Analysis of Distracters |
----------------|---------------|-----------------------|-------------------------|
A/F 62%         |               |                       | CORRECT ANSWER          |
B/G 15%         |               |                       | Student did not find textual information to support this answer. |
C/H 6%          |               |                       | Student guesses as no evidence supports the idea. |
D/J 17%         |               |                       | Student may be challenged by vocabulary. |

Instructional Implications:
- Students must know how to use text evidence to support understanding.
TEKS Fig. 19 (B) Reading/Comprehension Skills (Figure 19)
Make complex inferences about text and use textual evidence to support understanding

37 The mood of both selections is —

A depressing
B bittersweet
C frightening
D carefree

Item: 37  Reporting Category:1  Source/Genre: dual passages Poetry – literary fiction  When Taught?

Vocabulary: mood, depression, bittersweet

Dual Coding: No  Content: mood Process: making connections/comparisons  Cognitive Level: analyze Reader must understand and compare the mood of two selections.

Readiness/Supporting: readiness

Correct Answer  Regional Data  Campus/District Data  Analysis of Distracters
A/F  10%  Student viewed subject matter differently than authors.
B/G  71%  CORRECT ANSWER
C/H  3%  Student guessed or did not understand mood.
D/J  16%  Student needs to identify text support to prove the inference.

Instructional Implications:
- Students need to understand the difference between tone and mood.
- Students need to practice using text evidence to support understanding of mood.
TEKS Fig 19 (B) Reading/Comprehension Skills (Figure 19)
Make complex inferences about text and use textual evidence to support understanding

<table>
<thead>
<tr>
<th>Item: 38</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: dual passages Poetry – literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

Vocabulary: point of view, passion, dialogue

Dual Coding: No

Content: Process: making connections/comparisons
Cognitive Level: Understand
Reader must understand and compare characters in both selections.

Readiness/Supporting: readiness

Correct Answer | Regional Data | Campus/District Data | Analysis of Distracters
--- | --- | --- | ---
A/F | 23% | Both characters are only described and their point of view is never established. Student may have confused the speaker with the characters. |
B/G | 5% | Student has no textual evidence to support this. |
C/H | 14% | Student needs evidence of Marge’s bold adventure. |
D/J | 58% | CORRECT ANSWER |

Instructional Implications:
- Students need to understand the difference between speakers and characters.
- Students must be able to support inferences with text evidence.

38 What do the daughter in “Sunday Morning Early” and Marge in “I Wish I Was a Poet” have in common?

F They share the same point of view.

G Neither listens to what is being said.

H They share a passion for bold adventures.

J Neither has a line of dialogue.
TEKS Fig 19 (B) Reading/Comprehension Skills (Figure 19)
Make complex inferences about text and use textual evidence to support understanding

**SHORT ANSWER #2**

**DIRECTIONS**

Answer the following question in the box labeled “Short Answer #2” on page 3 of your answer document.

What message do you think the speaker in “Sunday Morning Early” and the narrator of “I Wish I Was a Poet” are trying to convey? Explain your answer and support it with evidence from both selections.

<table>
<thead>
<tr>
<th>Item: 1</th>
<th>Reporting Category: 1</th>
<th>Source/Genre: dual passages Poetry – literary fiction</th>
<th>When Taught?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Vocabulary: convey, evidence</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dual Coding: No</th>
<th>Content: Reading comprehension inferences</th>
<th>Cognitive Level: analyze</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Process:</td>
<td>Reader must analyze both texts for author’s message.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readiness/ Supporting</th>
<th>readiness</th>
</tr>
</thead>
</table>

**Instructional Implications:**
- Student needs writing skills that concisely explain the answer to the question.
- Student must practice addressing both passages in the answer.