STAAR Standards & Question Stems - Reading 3-5

TEKS	Standard	R/S	Question Stem
Beginning Reading Strategies – Students comprehend a variety of texts drawing on useful strategies as needed.			
3.2B	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?
			_____ (character) earned the nickname "_____" because he -
			What does the _____ (character) do when she learns about_____?
Vocabulary – Students understand new vocabulary and use it when reading and writing.			
3.4A	identify the meaning of common prefixes and suffixes and know how they change the meaning of roots	R	In paragraph _____, what does the word _____ mean?
3.4B	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 _____?
			Which meaning of _____ is used in paragraph _____?
			What does the word _____ mean in paragraph _____?
			Which meaning best fits the way _____ is used in paragraph ____?
			What is the meaning of the word _____ in paragraph ____?
			In paragraph _____, _____ means -
			Read this dictionary entry. Which meaning most closely matches the word _____ as it is used in paragraph _____?
			In line _____, _____ means -
			Which words from paragraph ____ help the reader understand what _____ means in paragraph _____?
4.2 A	Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	R	In paragraph 2, the word _____ means -
4.2B	Use the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words	R	The word _____ in paragraph _____ means …?
			In paragraph ____, the word _____ means …..
			Which words in paragraph _____ help the reader understand the meaning of _____?
			Which words from paragraph _____ help the reader know the meaning of _____?
			What does the word _____ mean in paragraph _____?
			Which words from paragraph _____ best help the reader understand what _____ means?
			What is the meaning of the word _____ in line ____?
5.2B			Which word from paragraph _____ helps the reader understand the meaning of the word _____?
			In paragraph ____, the word _____ means ….
			Which of the following words from paragraph ____ help the reader understand the meaning of _____?
			Which words from paragraph _____ help the reader know what the word _____ means?
			In paragraph ____, what does the word _____ mean?
			In paragraph _____, the word _____ means to ….
			In paragraph _____, the word _____ means someone who is -
			Which of these lines from the poem helps the reader know what the word _____ means in line ____?
			What is the meaning of the word _____ in paragraph _____?
			In paragraph ____, the word _____ means -
			Which words in paragraph _____ help the reader understand what _____ means?

STAAR Standards & Question Stems - Reading 3-5

Vocabulary – Students understand new vocabulary and use it when reading and writing (cont'd)			
3.4C	Identify and use antonyms, synonyms, homographs, and homophones	S	Which word is a synonym of _____ in paragraph _____?
4.2E 5.2E	Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words	R	Which definition of _____ is used in paragraph _____?
			Read the dictionary entry for the word _____. Which meaning best matches the way the word _____ is used in paragraph ____?
			Which definition best matches the word _____ as used in paragraph ____?
Literary Text/Theme and Genre –Students analyze, make inferences and draw conclusion about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.			
3. 5 Fig 19D	Make inferences about text and use textual evidence to support understanding (theme and genre)	S	What is the main message of the poem?
			What is one theme presented in the selection?
3.5A	Paraphrase the themes and supporting details of fables, legends, myths or stories	S	What lesson does _____ (character) learn?
			What is the main theme of the story?
4.3 Fig 19D	Make inferences about text and use textual evidence to support understanding (theme and genre)	R	What identifies this story as realistic fiction?
			What is the message of this poem?
			What lesson does _____ (character) learn from _____ (character)?
		S	What lesson does _____ (character) learn in the play?
5.3 Fig 19D	Make inferences about text and use textual evidence to support understanding (theme and genre)	S	_____ (character)'s actions in paragraphs ____ and _____ support the message that -
Poetry – Students understand, make inferences and draw conclusion about the structure and elements of poetry and provide evidence from text to support their understanding.			
3.6 Fig. 19D	Make inferences about text and use textual evidence to support understanding (poetry)	S	Why does the poet use the exclamation points in the first stanza?
			These lines best support the idea that the speaker ….
			How does the speaker feel throughout the poem?
			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 ….?
			Read these lines from the poem. The poet uses these lines mainly to show that the speaker --
			By the end of the poem, the reader realizes that the speaker -
3.6 Fig. 19E	Summarize information in text, maintaining meaning and logical order (poetry)	S	The speaker in this poem is a young girl who -
3.6A	Describe the characteristics of various forms of poetry and how they create imagery	S	Which of these lines from the poem rhyme?
			This poem is an example of narrative poetry mostly because it -
4.4 Fig 19D	Make inferences about text and use textual evidence to support understanding (poetry)	S	The paragraph above the title of the poem is included to …?
			The words in parentheses in line _____ emphasize that the speaker is …..
			The _____ (setting) is _____ (description) because it is likely to …..
			The dialogue used in these lines shows that …
			Which line from the poem shows that the speaker is not worried about _____ (character's actions)?
			What is the speaker's main purpose in the poem?
			The poet uses lines ____ through _____ mainly to -
			What is emphasized by the repetition of the words " _____ _____" in the poem?

STAAR Standards & Question Stems - Reading 3-5

Poetry – Students understand, make inferences and draw conclusion about the structure and elements of poetry and provide evidence from text to support their understanding. (cont'd)			
4.4A	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?
			Which words rhyme in each stanza of the poem?
			What identifies this poem as an example of free verse?
5.4A	Analyze how poets use sound effects to reinforce the meaning in poems	S	Read this line from the first stanza. (read line) The repetition in this line emphasizes the idea that _____ (character) -
5.4 Fig 19D	Make inferences about text and use textual evidence to support understanding (Poetry)	S	The poet uses line _____ to signal that the speaker changes from ….
			In line _____, why does the poet repeat and italicize the words from line ____?
			What idea does the poet convey through the description of _____ (character) in lines ___ through ____ ?
			The organization of the poem helps show that _____ (character)'s actions -
5.4 Fig 19E	Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Poetry)	S	The poem is mostly about a speaker who ….
Drama – Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.			
4.5 Fig 19D	Make inferences about text and use textual evidence to support understanding (drama)	S	These lines suggest that _____
			Which line from the play supports the idea that …..?
			Which quotation from the play best explains …..?
			What does this stage direction suggest about _____ (character)?
			Which of the following best explains why _____ (characters) refuses to _____ (action)?
			How does _____ (character) contribute to the plot of the play?
			Which line from the play supports that idea that _____ (character) has changed the way he feels about having _____ (action)?
			The playwright creates a surprise by -
			_____'s (character) dialogue with _____ (character) in Scene ____ suggest that she -
4.5 Fig 19E	Summarize information in text, maintaining meaning and logical order (drama)	S	Which of the following is the best summary of the play?
4.5A	Describe the structural elements particular to dramatic literature	S	The stage directions at the beginning of Scene ____ help the reader by …..
5.5 Fig 19D	Make inference about text and use of textual evidence to support understanding (drama)	S	What is the theme of the play?
			How does Scene ____ differ from Scene _____?
			Which of these events resolves _____'s (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?
			Which of these helps _____ (character) solve _____'s (character) problem?
			This play is divided into two scenes because ….
			What can the reader infer about _____ (character) from this excerpt?
			The playwright included _____ in Scene 1 most likely to ….
			How is _____(character) different from _____ (character)?
			Which of the props used in this play is needed for the resolution of the conflict?
5.5 Fig 19E	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 _____?
			Which of these is the best summary of Scene ___?

Fiction – Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.			
4.6 Fig 19D	Make inferences about text and use textual evidence to support understanding	R	Read this sentence. (read sentence) What are _____ (characters) most likely thinking at this point in the story?
			Why does _____ (character) hope that _____ (action)?
			Which sentence from the story shows that _____ (character) does not want to _____ (action)?
4.6 Fig 19E	Summarize information in text, maintaining meaning and logical order (theme and genre)	R	What is the best summary of the story?
4.6A	Sequence and summarize the plot's main events and explain their influence on future events	R	Why is it important to the story that _____ (characters) do _____?
			What is paragraph _____ mainly about?
			What effect does _____ (character's action) have on the story?
			The problem in the story is solved when _____ (characters) -
5.6 Fig 19D	Make inferences about text and use textual evidence to support understanding (fiction)	R	According to the story, the reason the narrator doesn't _____ (action) is that -
			Read the following sentence from paragraph 7. (read sentence) What can the reader conclude about the narrator from this sentence?
			Based on their actions described in the story, the _____ (characters) most likely think it is important to -
			The narrator's actions in paragraph ____ imply that he will -
			Which sentence best help to create suspense in the story?
5.6A	Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	R	How is _____ (character) able to solve his problem?
			Before _____, it is necessary for _____.
			The narrator's actions in paragraphs ___ through ____ of the story show that he -
4.6B	Describe the interaction of characters including their relationships and the changes they undergo	R	When _____ (character) first tells _____ (character) that someone is watching them, _____ (character) …..
			Which sentence shows how the _____ (characters) feel when _____?
			The conversation between _____ (characters) in paragraphs ____ through _____ shows that _____ (character) is -
5.6B	Explain the roles and functions of characters in various plots, including their relationships and conflicts	R	Why does it make sense that _____ (character) is disappointed when _____ ?
			Which sentence from the story best shows that _____ (character) realizes that _____?
			When _____ (character) does _____, the character …..
			This sentence shows that _____ (character) is ….
			_____ (character) contributes to solving the narrator's problem mostly by -
3.8 Fig 19D	Make inferences about text and see textual evidence to support understanding (Fiction)	R	Why does _____ (character) do _____ (action)?
			What can the reader conclude about _____ (character)?
			Which sentence from the story best explains why _____ (character) agrees to _____ (action)?
			In paragraph _____, "_____" means that …..
			Which of these is the best summary of the story?
			Read these sentences from paragraphs ____ and _____. These sentences show that _____ (character) -
3.8 Fig 19E	Summarize information in text, maintaining meaning and logical order (Fiction)	R	Which event belongs in the empty box?

	Fiction – Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (cont'd)		
3.8A	Sequence and summarize the plot's main events and explain their influence on future events	R	Why is _____ (character)_____ (action) important to the story?
			Which sentence best completes the diagram?
			Which sentence best describes _____ and _____'s relationship?
			Look at this chart. (see chart) Which detail from the story belongs in the empty box?
			Read the following list. (see list) Which detail from the story belongs in the blank?
			What is the best summary of this story?
3.8B	Describe the interaction of characters including their relationships and the changes they undergo	S	Which sentence best shows that _____ (character) is upset with her brother?
			_____ (character) decides that she shouldn't _____ (action) with _____ (supporting character) because she -
			Why does _____ (character) start _____ (action) when _____ (supporting character) says _____ ?
	Literary Nonfiction – Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.		
3.9 Fig 19 D	Make inferences about text and use textual evidence to support understanding (Literary Nonfiction)	S	With which statement would the author most likely agree?
4.7 Fig 19D	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 …?
4.7 Fig 19E	Summarize information in text, maintaining meaning and logical order (Literary Nonfiction)	R	What is the best summary of the section _____?
5.7 Fig 19D	Make inferences about text and use textual evidence to support understanding (Literary Nonfiction)	S	Having access to _____ (item) made _____ (character) realize that she -
5.7 Fig 19E	Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (literary nonfiction)	S	What is the best summary of the section titled _____?
5.7A	Identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography	S	Read this sentence from the selection. (read sentence) The author included this quotation to show the reader that _____ (character) -
			That author says that _____ (character) and _____ (supporting character) "_____" (quote action) to emphasize _____(character)'s belief that -
	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.		
5.8A	Evaluate the impact of sensory details, imagery, and figurative language in literary text	R	The author's use of figurative language in paragraph _____ emphasizes that ….?
			The poet uses the figurative expression "_____" to emphasize that the speaker ….
			The poet uses figurative language in line _____ to highlight the speaker's _____.
			Read these lines from the poem. (read lines). The imagery used in these lines allows the reader to know that -
			Read these lines from the poem (read lines). What is the poet most likely suggesting in these lines?
			Read these sentences from paragraph_____. (read sentences) The author uses the description of the _____ (items) to show -
4.8 Fig 19D	Make inferences about text and use textual evidence to support understanding (Sensory Language)	R	Read this sentence from paragraph _____. _____. The imagery in these lines appeals most to the reader's sense of …?

STAAR Standards & Question Stems - Reading 3-5

3.10 Fig 19D	Make inferences about text and use textual evidence to support understanding (Sensory Language)	S	The poet uses this line to show that the speaker is ….
3.10A	Identify language that creates a graphic visual experience and appeals to the senses	S	The poet uses these lines to show ….
			Read this sentence from paragraph ____. This sentence shows that _____ (characters) were -
			In this poem, which words help the reader imagine the speaker's experience?

Informational Text/Culture and History- Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

3.12 Fig 19D	Make inferences about text and use textual evidence to support understanding	R	The author wrote this article mainly to -
			The author included paragraph 7 most likely to -
4.10 Fig 19D	Make inferences about text and use textual evidence to support understanding (Sensory Language)	R	The purpose of this selection is to ….
			The purpose of this selection is mainly to -
			Read the following sentence from paragraph _____. (read sentence). The author includes this sentence most likely to -
5.10A	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?
			The author speaks directly to the reader in paragraphs ____ and _____ in order to ….
			The author wrote this article most likely to ….
			The main purpose of paragraphs _____ and ____ is to -
			The author wrote this selection most likely to tell the reader that -
			The author wrote this selection most likely to explain -

Expository Text – Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

4.11A	Summarize the main idea and supporting details in text in ways that maintain meaning	R	What is the best summary of the section _____?
			What problem did people experience when ice cream was first made in America?
			Which of the following is the best summary of the section _____?
			Read the diagram. (see diagram) Which of the best completes the diagram?
			Having a _____ (trait) benefits _____ (topic) by -
			According to the article, what is one way _____ (characters) achieves his goal of _____ (action)?
			What was one benefit of _____ (character) _____ (action)?
			Paragraph _____ is important to the selection because it provides information about how _____ (action) -
5.11 Fig 19D	Make inferences about text and use textual evidence to support understanding (Expository)	R	What can the reader conclude about _____ from this sentence?
			The author's opinion that _____ is best supported by …..
			The reader can infer that the author's attitude toward _____ (character) is one of -
			What can the reader conclude about _____ (character) from learning that they _____ (action)?
			Which of these ideas is supported by information in paragraphs ____ and ____?
			The information in paragraph _____ helps explain why -

STAAR Standards & Question Stems - Reading 3-5

Expository Text – Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. (cont'd)			
5.11 Fig 19E	Summarize and paraphrase texts in ways that maintain meaning and logical order without a text and across texts (Expository)	R	Which of these is the best summary of the selection?
			Which of these is the best summary of the article?
			The reader can infer that _____ (character) is concerned about _____ (supporting character)'s _____ (action) because she -
			Which of these best summarizes the selection?
5.11A	Summarize the main idea and supporting details in text in ways that maintain meaning and logical order	R	What is paragraph _____ mainly about?
			Which of these best expresses the main idea of paragraph _____?
			This article is mainly about ….
			In what way does _____ (character) stay aware of _____ (supporting character's actions)?
			Which sentence expresses the main idea of paragraph ____?
			Which is the main idea about _____(object) presented in the selection?
4.11C	Describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison	R	_____ (character) did _____ (action) because ….
			The author organizes this article by ….
			Read the diagram below. Which of the following belongs in the empty box?
5.11C	Analyze how the organizational pattern of a text influences the relationships among ideas	R	By organizing paragraph _____ sequentially, the author is able to ….
4.11D	Use multiple text features to gain an overview of the contents of text and to	R	
5.11D			In which section of the selection could the reader find information about …?
			Which part of the article best helps readers visualize what they would experience at _____ (place)?
4.11 Fig 19D	Make inferences about text and use textual evidence to support understanding (Expository)	R	What can the reader conclude about (character)?
			Which sentence from the article supports the idea that early frozen desserts required great effort to make?
			How were _____ (character) and _____ (character) similar?
			The fact that _____ occurs is important because it suggests _____.
			What does _____ (item) suggest about _____ (topic)?
			The _____ (item) suggests that _____ (characters) were -
			Which sentence from the articles shows that _____ (action) isn't the only focus of _____ (entity)?
			Which sentence from the selection shows that _____ (character's) _____ item) has expanded over the years?
4.11 Fig 19E	Summarize information in text, maintaining meaning and logical order (Expository)	R	Which of these is the best summary of the article?
			Which of these is the best summary of the selection?
5.11E	Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	R	By the end of the selection, what can the reader conclude about _____?
			Which statement best explains the appeal of _____?
			What do _____ and _____ have in common?
			What does the information presented in this selection suggest about how people view _____ (character)'s actions?
			The reader can infer that the _____ (item) is mainly a result of -

STAAR Standards & Question Stems - Reading 3-5

3.13 Fig 19E	Summarize information in text, maintaining meaning and logical order (Expository)	R	Which of these is the best summary of the selection?
3.13A	Identify the details or facts that support the main idea	R	Which detail from the selection suggests that_____ (character) is smart?
			According to the selection, the problem with having _____ (character) _____ (setting) was that …..?
			What is the section titled _____ mainly about?
			How were _____ (detail) done?
			Read the diagram. (see diagram) Which of the following correctly completes the diagram?
			That main reason for _____ (action) is to -
			What is paragraph _____ mostly about?
3.13B	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 _____?
			The reader can conclude that it is unusual for ….?
			Which sentence best explains why _____ (character) was able to provide the care _____ (character) needed?
			When _____ learned that _____, he most likely felt ….?
			Which sentence from the selection best supports the idea that _____?
			Which sentence from the article tells something that could be a problem with _____ (item)?
			After reading paragraph 6, the reader can conclude that _____ (character) was -
			The _____ (agent) mostly likely got its name because of its ability to -
			Which word best describes _____ (action) towards _____ (character)?
3.13C	Identify explicit cause and effect relationships among ideas	R	Which sentence best completes the diagram?
			_____ (character) started _____ because he knew that ---?
			Why did _____ (character) worry when _____ (action)?
3.13D	Use text features to locate information and make and verify predictions about contents of text	R	The author includes headings in bold print to ….?
			Which text feature in the article helps the reader understand how _____ (action)?
4.11 D	Use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to location information	R	In which part of the selection can the reader find information about _____ (information)?
5.12A	Identify the author's viewpoint or position and explain the basic relationship among ideas in the agreement	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 ….?

STAAR Standards & Question Stems - Reading 3-5

	Procedural Text – Students understand how to glean and use information in procedural texts and documents.		
4.13 Fig 19D	Make inferences about text and use textual evidence to support understanding	S	What is the most likely reason that the recipe was included with the article?
			Which of these best supports the title of the article?
5.13 Fig 19D	Make inferences about text and use textual evidence to support understanding	S	The diagram of _____ (animal) helps the reader understand -
			The bar graph included with the selection helps the reader better understand -
5.13B	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tab les, and diagrams	S	What can the reader learn about _____ from the chart below paragraph 7?
			Why is the boxed information at the end of the article included?
3.15B	Locate and use specific information in graphic features of text	S	What can the reader conclude from the information after Step 5 of the recipe?
			According to the directions in the recipe, which step requires assistance?
			Which number on the diagram at the end of the article shows _____?
3.15 Fig 19D	Make inferences about text and use textual evidence to support understanding (Informational/Procedural)	R	A table is included in the section _____ to help the readers ….?A table is included in the section _____ to help the readers ….?

	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.		
5.14 Fig 19 D	Make inferences about text and use textual evidence to support understanding	S	Based on the photograph, the reader can tell that _____ (character) -
			What does the first photograph in this selection show?
4.14 Fig 19D	Make inferences about text and use textual evidence to support understanding (Media)	S	The pictures in the selection show _____?
			The photograph suggests that …..
			The photograph is included with the selection most likely to ….
			Which idea from the selection does the first photograph support?
3.16 Fig 19D	Make inferences about text and use textual evidence to support understanding (Media)	R	The picture next to paragraph _____ is included in the article to ….?
			The photograph best supports which idea from the selection?
			The photograph included in the selection shows readers that _____ (character) -
			The photograph next to paragraph _____ shows that -
			Which sentence best explains what is happening in the photograph?

STAAR Standards & Question Stems - Reading 3-5

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. (cont'd)			
4.19F 5.19F	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 ….?
			What is one difference between the types of _____ described in the two selections?
			One similarity between the two selections is that both discuss _____.
			Which of these ideas is found in both selections?
			Both selections suggest that …..
			What is one way the selection and the folktale differ?
			The authors of the two selection probably intend for the reader to learn how -
			What is one way that _____(entity) is different from the _____ (entity)?
			One way that _____ (character) and _____ (character) are alike is that -
			_____ (entity) is different from _____ (entity) in that -
			Both selections suggest that _____ can ….
			What is one difference between the selections?
			Based on the information provided in both selections, the reader can conclude that _____ is the result of ….
			With which statement would the poet and the author most likely agree?
			Once difference between a _____ (object) and the _____ (object) is that the (object) -
			In which magazine would a reader mostly likely find articles about both _____ and _____ (topics)?
			_____ (objects) benefits from _____ in the same way that _____ (object) benefit from-
			Both selection discuss _____ (topic) that demonstrate -