Texas Assessment of Knowledge and Skills - Modified
Answer Key

Grade: 10
Subject: ELA
Administration: March 2009

The letter E indicates that the student expectation listed is from the English II TEKS.

Item Number	Correct Answer	Objective Measured	Student Expectations
01	C	01	E.6 (E)
02	F	02	E.11 (C)
03	A	01	E.6 (B)
04	H	01	E.7 (F)
05	A	03	E.7 (G)
06	G	03	E.12 (A)
07	C	01	E.7 (F)
08	G	03	E.7 (G)
09	B	02	E.11 (C)
10	F	03	E.7 (G)
11	C	03	E.12 (A)
12	G	02	E.11 (D)
13	B	03	E.7 (G)
14	F	02	E.11 (F)
15	B	01	E.7 (F)
16	H	01	E.7 (F)
17	C	03	E.10 (B)
18	G	02	E.11 (C)
19	C	01	E.7 (F)
20	F	02	E.11 (B)
21	B	03	E.7 (G)
22	H	02	E.11 (C)
23	B	06	E.2 (C)
24	H	06	E.2 (C)
25	A	06	E.2 (C)
26	H	06	E.3 (B)
27	C	06	E.3 (B)
28	G	06	E.3 (A)
29	C	06	E.3 (A)
30	F	06	E.3 (A)
31	A	06	E.2 (C)
32	G	06	E.3 (A)
33	C	06	E.3 (B)
34	H	06	E.2 (C)
35	B	06	E.3 (A)
36	H	06	E.3 (B)
Writing Task	*	04 & 05	E.1 (B)

***A scoring guide is used to determine the scores for the written composition and short-answer items.**

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Grade 10 English Language Arts

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 10 English Language Arts at http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html.

Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to

(B) rely on context to determine meanings of words and phrases such as figurative language, [idioms,] multiple-meaning words, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend; and

(E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.

(7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

(F) produce summaries of texts by identifying main ideas and their supporting details.

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to

(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media].

Objective 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

(10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to

(B) use elements of text to defend his/her own responses and interpretations.

(11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to

(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;

(B) analyze relevance of setting and time frame to text's meaning;

(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;

(D) analyze [the melodies of] literary language, including its use of evocative words and rhythms;

(E) connect literature to historical contexts, current events, [and his/her own experiences]; and

(F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

(6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to

(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and

(G) read and understand analogies.

(7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to

(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding; and

(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].

(8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to

(D) interpret the possible influences of the historical context on a literary work.

(10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to

(B) use elements of text to defend his/her own responses and interpretations.

(12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts and the authority of sources. The student is expected to

(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and

(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.

(19) **Viewing/representing/interpretation.** The student understands and interprets visual representations. The student is expected to

(B) analyze relationships, ideas, [and cultures] as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual representations. The student is expected to

(B) deconstruct media to get the main idea of the message's content; and

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.

Objective 4: The student will, within a given context, produce an effective composition for a specific purpose.

(1) **Writing/purposes.** The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to

(B) write in a voice and a style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to

(B) develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose; and

(C) proofread writing for appropriateness of organization, content, style, and conventions.

(5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to

(A) evaluate writing for both mechanics and content.

Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

(2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to

(C) proofread writing for appropriateness of organization, content, style, and conventions.

(3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism; and

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.

(5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to

(A) evaluate writing for both mechanics and content.

Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.

(2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to

(C) proofread writing for appropriateness of organization, content, style, and conventions.

(3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and

(D) produce error-free writing in the final draft.

(5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to

(A) evaluate writing for both mechanics and content.