Texas Assessment of Knowledge and Skills - Answer Key

Grade: 05
Subject: Reading
Administration: March 2009

Item Number	Correct Answer	Objective Measured	Student Expectations
01	C	03	5.10 (E)
02	G	02	5.12 (H)
03	C	04	5.11 (C)
04	F	01	5.10 (G)
05	A	04	5.11 (D)
06	H	04	5.12 (B)
07	D	01	5.10 (F)
08	J	02	5.12 (I)
09	C	01	5.9 (B)
10	J	04	5.11 (C)
11	C	04	5.10 (H)
12	J	01	5.9 (B)
13	A	01	5.10 (F)
14	F	03	5.12 (C)
15	D	04	5.11 (C)
16	J	02	5.12 (H)
17	A	01	5.9 (B)
18	J	04	5.10 (H)
19	C	03	5.10 (E)
20	J	04	5.12 (B)
21	B	02	5.12 (H)
22	G	03	5.10 (I)
23	A	02	5.12 (H)
24	J	03	5.12 (A)
25	A	01	5.10 (F)
26	J	01	5.10 (F)
27	A	02	5.12 (H)
28	H	04	5.10 (H)
29	B	01	5.9 (B)
30	G	03	5.12 (C)
31	D	02	5.12 (I)
32	J	04	5.11 (D)
33	A	01	5.10 (F)
34	F	04	5.10 (H)
35	C	01	5.9 (B)
36	G	03	5.10 (L)
37	C	01	5.10 (G)
38	H	03	5.12 (A)
39	B	01	5.9 (B)
40	H	04	5.10 (H)
41	C	04	5.12 (B)
42	F	02	5.12 (H)

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Grade 5 Reading

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 5 Reading 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.

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

(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5); and

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like, pay*, or *happy* and affixes such as *dis-, pre-*, and *un-* (4-8).

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

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8); and

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8).

Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.

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

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8); and

(I) recognize and analyze story plot, setting, and problem resolution (4-8).

Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.

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

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8); and

(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

Grade 5 Reading (continued)

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

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(E) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2-8); and

(J) describe how the author's perspective or point of view affects the text (4-8).

Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.

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

(H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4-8); and

(J) distinguish fact and opinion in various texts (4-8).

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

(C) support responses by referring to relevant aspects of text [and his/her own experiences] (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

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

(B) recognize that authors organize information in specific ways (4-5).