Texas Assessment of Knowledge and Skills - Answer Key

Grade: 09
Subject: Reading
Administration: March 2009

The letter D indicates that the student expectation listed is from the English I TEKS.

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

***A scoring guide is used to determine the scores of the short-answer items.**

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Grade 9 Reading

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 9 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.

(6) **Reading/word identification/vocabulary development.** The student uses a variety of strategies to read unfamiliar words and to build vocabulary. 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;

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

(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.

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

(F) identify main ideas and their supporting details; and

(G) summarize texts.

(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 such varied sources 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) recognize the theme (general observation about life or human nature) within a text;

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

(C) analyze characters and identify time and point of view;

(D) identify basic conflicts;

(E) analyze the development of plot in narrative text;

(F) recognize and interpret important symbols;

(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and

(H) 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.

(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; and

(H) draw inferences such as conclusions, generalizations, and predictions and support them from text.

(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. The student is expected to

(A) analyze characteristics of text, including its structure, word choices, and intended audience;

(B) evaluate the credibility of information sources and determine the writer's motives;

(C) analyze text to evaluate the logical argument [and to determine the mode of reasoning used such as induction and deduction]; and

(D) analyze texts such as editorials, [documentaries,] and advertisements for bias and use of common persuasive techniques.

Grade 9 Reading (continued)

(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.