



Texas Assessment of Knowledge and Skills - Answer Key

Grade: 10
Subject: ELA - Make-up
Administration: February 2004

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

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

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

Grade 10 English Language Arts

Refer to the *TAKS Information Booklet Grade 9 Reading, 10 English Language Arts, and 11 Exit Level English Language Arts* for a more complete description of the objectives measured.

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

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- (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

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- (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];

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- (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.