



Texas Assessment of Knowledge and Skills - Answer Key

Grade: 07
Subject: Reading
Administration: April 2009

Item Number	Correct Answer	Objective Measured	Student Expectations
01	B	01	7.10 (F)
02	J	04	7.11 (D)
03	C	01	7.10 (F)
04	J	04	7.12 (I)
05	A	03	7.10 (L)
06	G	04	7.12 (K)
07	A	02	7.12 (F)
08	H	03	7.10 (E)
09	C	02	7.12 (G)
10	G	02	7.12 (J)
11	D	03	7.10 (E)
12	J	04	7.10 (H)
13	A	02	7.12 (J)
14	H	04	7.10 (J)
15	A	02	7.12 (J)
16	G	01	7.9 (B)
17	D	03	7.10 (E)
18	F	01	7.10 (G)
19	B	01	7.10 (F)
20	H	04	7.12 (I)
21	B	03	7.12 (A)
22	G	04	7.11 (C)
23	A	01	7.9 (B)
24	J	01	7.9 (D)
25	C	03	7.12 (A)
26	F	04	7.10 (H)
27	C	04	7.11 (C)
28	F	04	7.12 (K)
29	B	03	7.10 (L)
30	H	02	7.12 (F)
31	A	01	7.10 (F)
32	J	01	7.10 (F)
33	A	04	7.10 (H)
34	H	02	7.12 (F)
35	A	03	7.10 (I)
36	F	04	7.11 (D)
37	D	04	7.10 (H)
38	J	01	7.9 (F)
39	B	04	7.10 (H)
40	G	01	7.10 (F)
41	C	01	7.10 (G)
42	H	03	7.10 (E)
43	A	04	7.11 (C)
44	H	03	7.12 (H)
45	A	02	7.12 (G)
46	G	04	7.12 (K)
47	C	02	7.12 (F)
48	J	02	7.12 (J)

Grade 7 Reading

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 7 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.

- (7.6) **Reading/word identification.** The student uses a variety of word recognition strategies. The student is expected to
- (B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).
- (7.9) **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, [idioms,] multiple-meaning words, and analogies (6-8);
 - (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-*, or *un-* (4-8); and
 - (F) distinguish denotative and connotative meanings (6-8).
- (7.10) **Reading/comprehension.** The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. 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.

- (7.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);
 - (G) recognize and analyze story plot, setting, and problem resolution (4-8); and
 - (J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).

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

- (7.10) **Reading/comprehension.** The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. 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);

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- (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).
- (7.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);
 - (C) 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
 - (H) 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.

- (7.10) **Reading/comprehension.** The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. 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).
- (7.11) **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).
- (7.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8); and
 - (K) recognize how style, tone, and mood contribute to the effect of the text (6-8).