

New Question Type Samplers — English II RLA Answer Key

Item Position	Item Type	TEKS Alignment	Maximum Number of Points	Correct Answer(s)
1	Multiselect	E2.8.A	2	To acknowledge the importance and the role technology has in our lives and To reassure the reader that the author is not advising people to stop using technology completely
2	Text Entry	E2.2.B	1	<i>constant</i>
3	Match Table Grid	E2.8.G	2	Is an Idea Emphasized in the Appeal: Rows 2 and 4 Is Not an Idea Emphasized in the Appeal: Rows 1, 3 and 5
4	Multipart	E2.7.E.i	2	Part A: Option C Part B: Option D The student must choose Part A, option C to receive partial credit (1 point).
5	Short Constructed Response	E2.8.D	2	*A rubric is used to determine the score for a short constructed response. A correct response could be similar to the following: The author prompts the reader to be more thoughtful about the time in the day after work or school. By using the word “downshifting” the author creates a sense of slowing down and moving into a calmer or more thoughtful mode.
6	Text Entry	E2.2.B	1	<i>dainty</i>
7	Multiselect	E2.5.C	2	“an untamed patch of land and, across the lagoon,” (line 4) and “My God/I was tired of being a person.” (lines 19–20)
8	Multipart	E2.8.D	2	Part A: Option D Part B: Option B The student must choose Part A, option D to receive partial credit (1 point).
9	Match Table Grid	E2.8.A	2	Emphasizes the Fox’s Vulnerability: Rows 2 and 5 Does Not Emphasize the Fox’s Vulnerability: Rows 1, 3 and 4
10	Short Constructed Response	E2.8.F	2	*A rubric is used to determine the score for a short constructed response. A correct response could be similar to the following: The poet’s use of the words “tired” and “disapproving” in the last stanza are included to show how dissatisfied the speaker is with their daily human life. “I was tired of being a person. Even now his tail gestures to me across the disapproving lagoon.”

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11	Extended Constructed Response	E2.5.B	5	<p>*A rubric is used to determine the score for an extended constructed response.</p> <p>A correct response could involve a student providing an extended response explaining how the poet wants to compare the freedom of a fox to that of a human being. The student would need to provide thorough evidence from the poem to support this thesis.</p>