## Texas Assessment of Knowledge and Skills - Answer Key

**Grade: 04**  
**Subject: Writing**  
**Administration: March 2009**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Correct Answer</th>
<th>Objective Measured</th>
<th>Student Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>D</td>
<td>04</td>
<td>4.19 (E)</td>
</tr>
<tr>
<td>02</td>
<td>F</td>
<td>05</td>
<td>4.19 (E)</td>
</tr>
<tr>
<td>03</td>
<td>B</td>
<td>05</td>
<td>4.18 (C)</td>
</tr>
<tr>
<td>04</td>
<td>H</td>
<td>04</td>
<td>4.18 (B)</td>
</tr>
<tr>
<td>05</td>
<td>A</td>
<td>05</td>
<td>4.18 (C)</td>
</tr>
<tr>
<td>06</td>
<td>F</td>
<td>06</td>
<td>4.16 (B)</td>
</tr>
<tr>
<td>07</td>
<td>C</td>
<td>03</td>
<td>4.19 (C)</td>
</tr>
<tr>
<td>08</td>
<td>J</td>
<td>04</td>
<td>4.18 (B)</td>
</tr>
<tr>
<td>09</td>
<td>A</td>
<td>05</td>
<td>4.18 (C)</td>
</tr>
<tr>
<td>10</td>
<td>H</td>
<td>06</td>
<td>4.17 (D)</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td>06</td>
<td>4.16 (B)</td>
</tr>
<tr>
<td>12</td>
<td>F</td>
<td>04</td>
<td>4.18 (B)</td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td>04</td>
<td>4.19 (E)</td>
</tr>
<tr>
<td>14</td>
<td>G</td>
<td>03</td>
<td>4.19 (C)</td>
</tr>
<tr>
<td>15</td>
<td>C</td>
<td>06</td>
<td>4.16 (B)</td>
</tr>
<tr>
<td>16</td>
<td>G</td>
<td>06</td>
<td>4.17 (D)</td>
</tr>
<tr>
<td>17</td>
<td>A</td>
<td>06</td>
<td>4.16 (B)</td>
</tr>
<tr>
<td>18</td>
<td>J</td>
<td>04</td>
<td>4.18 (F)</td>
</tr>
<tr>
<td>19</td>
<td>D</td>
<td>04</td>
<td>4.18 (F)</td>
</tr>
<tr>
<td>20</td>
<td>F</td>
<td>05</td>
<td>4.18 (C)</td>
</tr>
<tr>
<td>21</td>
<td>C</td>
<td>05</td>
<td>4.19 (E)</td>
</tr>
<tr>
<td>22</td>
<td>F</td>
<td>06</td>
<td>4.18 (G)</td>
</tr>
<tr>
<td>23</td>
<td>D</td>
<td>05</td>
<td>4.18 (D)</td>
</tr>
<tr>
<td>24</td>
<td>H</td>
<td>03</td>
<td>4.19 (C)</td>
</tr>
<tr>
<td>25</td>
<td>B</td>
<td>04</td>
<td>4.18 (F)</td>
</tr>
<tr>
<td>26</td>
<td>H</td>
<td>05</td>
<td>4.19 (E)</td>
</tr>
<tr>
<td>27</td>
<td>A</td>
<td>06</td>
<td>4.16 (B)</td>
</tr>
<tr>
<td>28</td>
<td>H</td>
<td>03</td>
<td>4.19 (C)</td>
</tr>
</tbody>
</table>

Writing Task * 01 & 02 4.15 (A)

*A scoring guide is used to determine the scores for the written composition.*
Grade 4 Writing

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 4 Writing at http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html.

Objective 1: The student will, within a given context, produce an effective composition for a specific purpose.

(4.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to

(A) write to express, [discover, record,] develop, reflect on ideas, and to problem solve (4-8);

(C) write to inform such as to explain, describe, [report,] and narrate (4-8);

(D) write to entertain such as to compose [humorous poems or] short stories (4-8); and

(E) exhibit an identifiable voice in personal narratives and in stories (4-5).

(4.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to

(A) write legibly by selecting cursive or manuscript as appropriate (4-8).

(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8); and

(D) revise drafts for coherence, progression, and logical support of ideas (4-8).

Objective 2: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

(4.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).

(4.17) Writing/spelling. The student spells proficiently. The student is expected to

(A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3–6);

(B) write with accurate spelling of roots such as drink, speak, read, or happy; inflections such as those that change tense or number; suffixes such as -able or -less; and prefixes such as re- or un- (4–6); and
Grade 4 Writing (continued)

(D) spell accurately in final drafts (4-8).

(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to

(A) use regular and irregular plurals correctly (4-6);

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);

(E) use prepositional phrases to elaborate written ideas (4-8);

(F) use conjunctions to connect ideas meaningfully (4-5);

(G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8); and

(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5).

(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8); and

(H) proofread his/her own writing and that of others (4-8).

Objective 3: The student will recognize appropriate organization of ideas in written text.

(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8); and

(D) revise drafts for coherence, progression, and logical support of ideas (4-8).

Objective 4: The student will recognize correct and effective sentence construction in written text.

(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);
Grade 4 Writing (continued)

(E) use prepositional phrases to elaborate written ideas (4-8); and

(F) use conjunctions to connect ideas meaningfully (4-5).

(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).

Objective 5: The student will recognize standard usage and appropriate word choice in written text.

(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to

(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);

(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8); and

(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me" (4-5).

(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to

(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8); and

(H) proofread his/her own writing and that of others (4-8).

Objective 6: The student will proofread for correct punctuation, capitalization, and spelling in written text.

(4.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).

(4.17) Writing/spelling. The student spells proficiently. The student is expected to

(A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6);
Grade 4 Writing (continued)

(B) write with accurate spelling of roots such as *drink, speak, read,* or *happy,* inflections such as those that change tense or number, suffixes such as *-able or -less,* and prefixes such as *re- or un- (4-6); and

(D) spell accurately in final drafts (4-8).

(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to

(G) write with increasing accuracy when using apostrophes in contractions such as *it’s* and possessives such as *Jan’s* (4-8).

(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to

(H) proofread his/her own writing and that of others (4-8).