



Texas Assessment of Knowledge and Skills - Answer Key

Grade: 04
Subject: Reading
Administration: April 2009

Item Number	Correct Answer	Objective Measured	Student Expectations
01	B	01	4.10 (F)
02	J	01	4.10 (F)
03	C	01	4.10 (F)
04	F	03	4.10 (E)
05	D	01	4.9 (B)
06	F	01	4.10 (G)
07	B	02	4.12 (H)
08	F	02	4.12 (H)
09	D	04	4.11 (C)
10	G	03	4.10 (L)
11	D	03	4.12 (C)
12	H	02	4.12 (H)
13	D	04	4.10 (H)
14	H	01	4.10 (F)
15	D	01	4.10 (F)
16	F	03	4.10 (L)
17	A	01	4.9 (B)
18	H	01	4.10 (F)
19	D	01	4.10 (F)
20	G	02	4.12 (H)
21	D	04	4.12 (B)
22	J	03	4.10 (E)
23	C	02	4.12 (H)
24	G	04	4.11 (C)
25	A	04	4.11 (D)
26	J	03	4.10 (I)
27	D	04	4.11 (D)
28	F	02	4.12 (I)
29	C	01	4.9 (B)
30	H	02	4.12 (H)
31	B	04	4.10 (H)
32	F	01	4.9 (B)
33	D	01	4.10 (F)
34	H	04	4.11 (C)
35	A	02	4.12 (H)
36	H	04	4.12 (B)
37	D	01	4.9 (B)
38	G	03	4.12 (A)
39	C	04	4.11 (D)
40	G	01	4.10 (F)

Grade 4 Reading

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Grade 4 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.

- (4.9) **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 and multiple-meaning words (4-5); and
 - (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-*, and *un-* (4-8).
- (4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. 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.

- (4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to
- (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8); and
 - (I) recognize and analyze story plot, setting, and problem resolution (4-8).

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

- (4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. 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);
 - (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).

Grade 4 Reading (continued)

(4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

- (A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);
- (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);
- (E) 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
- (J) 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.

(4.10) **Reading/comprehension.** The student comprehends selections using a variety of strategies. 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).

(4.11) **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).

(4.12) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres). The student is expected to

- (B) recognize that authors organize information in specific ways (4-5).