



Texas TEKS ELA Standards Color-Coded for the 6 Traits of Writing

IDEAS = blue

ORGANIZATION = green

VOICE = pink

WORD CHOICE = red

SENTENCE FLUENCY = orange

CONVENTIONS & PRESENTATION = purple



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IDEAS= blue ORGANIZATION = green VOICE = pink WORD CHOICE = red SENTENCE FLUENCY = orange CONVENTIONS & PRESENTATION = purple

Writing Process				
K.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
K.13(A)	K.13(B)*	K.13(C)*	K.13(D)*	K.13(E)
plan a first draft by generating ideas for writing through class discussion (with adult assistance)	develop drafts by sequencing the action or details in the story (with adult assistance)	revise drafts by adding details or sentences (with adult assistance)	edit drafts by leaving spaces between letters and words (with adult assistance)	share writing with others (with adult assistance)

Knowledge and Skills Statements	
K.14 Writing/Literary Texts.	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas
K.15 Writing/Expository and Procedural Texts.	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
K.16 Oral and Written Conventions/Conventions.	Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
K.17 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
K.18 Oral and Written Conventions/Spelling.	Students spell correctly.

Rptg Cat	Readiness Standards	Supporting Standards
1 Composition	K.13(B)* develop drafts by sequencing the action or details in the story (with adult assistance)	K.13(A) plan a first draft by generating ideas for writing through class discussion (with adult assistance)
	K.13(C)* revise drafts by adding details or sentences (with adult assistance)	K.13(E) share writing with others (with adult assistance)
	K.13(D)* edit drafts by leaving spaces between letters and words (with adult assistance)	K.14(A)* dictate or write sentences to tell a story and put the sentences in chronological sequence
	K.15(A)* dictate or write information for lists, captions, or invitations	K.14(B) write short poems

2 Revision	K.13(C)* revise drafts by adding details or sentences (with adult assistance)	
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Rptg Cat	Readiness Standards	Supporting Standards
3 Editing	<p>K.13(D)* edit drafts by leaving spaces between letters and words (with adult assistance)</p> <p>K.16(A)* understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <p>K.16(B)* speak in complete sentences to communicate</p> <p>K.17(B)* capitalize the first letter in a sentence</p> <p>K.17(C)* use punctuation at the end of a sentence</p> <p>K.18(B)* use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")</p>	<p>K.16(A)* understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <ul style="list-style-type: none"> (i)* past and future tenses when speaking (ii)* nouns (singular/plural) (iii)* descriptive words (iv)* prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over) (v)* pronouns (e.g., I, me) <p>K.16(C)* use complete simple sentences</p> <p>K.17(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression)</p> <p>K.18(A) use phonological knowledge to match sounds to letters</p> <p>K.18(C) write one's own name</p>

Genres	
<p>Literary</p> <ul style="list-style-type: none"> • Fiction • Poetry 	<p>Informational</p> <ul style="list-style-type: none"> • Expository

NOTE: The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Kindergarten – Grade 2 teachers. This TEKS Snapshot does NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.

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Writing Process				
1.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
1.17(A)	1.17(B)*	1.17(C)*	1.17(D)*	1.17(E)
plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)	develop drafts by sequencing ideas through writing sentences	revise drafts by adding or deleting a word, phrase, or sentence	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	publish and share writing with others

Knowledge and Skills Statements
1.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
1.19 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
1.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
1.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
1.22 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	Readiness Standards	Supporting Standards
1 Composition	1.17(B)* develop drafts by sequencing ideas through writing sentences 1.17(C)* revise drafts by adding or deleting a word, phrase, or sentence 1.17(D)* edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric 1.19(A)* write brief compositions about topics of interest to the student	1.17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) 1.17(E) publish and share writing with others 1.18(A) write brief stories that include a beginning, middle, and end (literary) 1.18(B) write short poems that convey sensory details 1.19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) 1.19(C) write brief comments on literary or informational texts
2 Revision	1.17(C)* revise drafts by adding or deleting a word, phrase, or sentence	

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Rptg Cat	Readiness Standards	Supporting Standards
3 Editing	<p>1.17(D)* edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p>1.20(A)* understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p>1.20(B)* speak in complete sentences with correct subject-verb agreement</p> <p>1.21(B)* recognize and use basic capitalization</p> <p>1.21(C)* recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences</p> <p>1.22(B)* use letter-sound patterns to spell</p>	<p>1.20(A)* understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (past, present, and future) (ii) nouns (singular/plural, common/proper) (iii) adjectives (e.g., descriptive: green, tall) (iv) adverbs (e.g., time: before, next) (v) prepositions and prepositional phrases (vi) pronouns (e.g., I, me) (vii) time-order transition words <p>1.20(C) ask questions with appropriate subject-verb inversion</p> <p>1.21(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences</p> <p>1.21(B)* recognize and use basic capitalization for:</p> <ul style="list-style-type: none"> (i) the beginning of sentences (ii) the pronoun "I" (iii) names of people <p>1.22(A) use phonological knowledge to match sounds to letters to construct known words</p> <p>1.22(B)* use letter-sound patterns to spell:</p> <ul style="list-style-type: none"> (i) consonant-vowel-consonant (CVC) words (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope") (iii) one-syllable words with consonant blends (e.g., "drop") <p>1.22(C) spell high-frequency words from a commonly used list</p> <p>1.22(D)* spell base words with inflectional endings (e.g., adding "s" to make words plurals)</p> <p>1.22(E)* use resources to find correct spellings</p>

Genres	
<p>Literary</p> <ul style="list-style-type: none"> • Fiction • Poetry 	<p>Informational</p> <ul style="list-style-type: none"> • Expository • Procedural

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Writing Process				
2.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
2.17(A)	2.17(B)*	2.17(C)*	2.17(D)*	2.17(E)
plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)	develop drafts by sequencing ideas through writing sentences	revise drafts by adding or deleting words, phrases, or sentences	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	publish and share writing with others

Knowledge and Skills Statements	
2.18 Writing/Literary Texts.	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
2.19 Writing/Expository and Procedural Texts.	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
2.20 Writing/Persuasive Texts.	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
2.21 Oral and Written Conventions/Conventions.	Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
2.22 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
2.23 Oral and Written Conventions/Spelling.	Students spell correctly.

Rptg Cat	Readiness Standards	Supporting Standards
1 Composition	2.17(B)* develop drafts by sequencing ideas through writing sentences 2.17(C)* revise drafts by adding or deleting words, phrases, or sentences 2.17(D)* edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric 2.19(A)* write brief compositions about topics of interest to the student	2.17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) 2.17(E) publish and share writing with others 2.18(A) write brief stories that include a beginning, middle, and end 2.18(B) write short poems that convey sensory details 2.19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) 2.19(C) write brief comments on literary or informational texts 2.20(A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community
2 Revision	2.17(C)* revise drafts by adding or deleting words, phrases, or sentences	

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Rptg Cat	Readiness Standards	Supporting Standards
3 Editing	<p>2.17(D)* edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> <p>2.21(A)* understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p>2.21(B)* use complete sentences with correct subject-verb agreement</p> <p>2.22(B)* use capitalization</p> <p>2.22(C)* recognize and use punctuation marks</p> <p>2.23(B)* spell words with common orthographic patterns and rules</p>	<p>2.21(A)* understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i)* verbs (past, present, and future)</p> <p>(ii)* nouns (singular/plural, common/proper)</p> <p>(iii)* adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)</p> <p>(iv)* adverbs (e.g., time: before, next; manner: carefully, beautifully)</p> <p>(v)* prepositions and prepositional phrases</p> <p>(vi)* pronouns (e.g., he, him)</p> <p>(vii)* time-order transition words</p> <p>2.21(C) distinguish among declarative and interrogative sentences</p> <p>2.22(A) write legibly leaving appropriate margins for readability</p> <p>2.22(B)* use capitalization for:</p> <p>(i) proper nouns</p> <p>(ii) months and days of the week</p> <p>(iii) the salutation and closing of a letter</p> <p>2.22(C)* recognize and use punctuation marks, including:</p> <p>(i) ending punctuation in sentences</p> <p>(ii) apostrophes and contractions</p> <p>(iii) apostrophes and possessives</p> <p>2.23(A) use phonological knowledge to match sounds to letters to construct unknown words</p> <p>2.23(B)* spell words with common orthographic patterns and rules:</p> <p>(i) complex consonants (e.g., hard and soft c and g, ck)</p> <p>(ii) r-controlled vowels</p> <p>(iii) long vowels (e.g., VCe-hope)</p> <p>(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)</p> <p>2.23(C) spell high-frequency words from a commonly used list</p> <p>2.23(D)* spell base words with inflectional endings (e.g., -ing and -ed)</p> <p>2.23(E) spell simple contractions (e.g., isn't, aren't, can't)</p> <p>2.23(F)* use resources to find correct spellings</p>

Genres	
<p>Literary</p> <ul style="list-style-type: none"> • Fiction • Literary Nonfiction • Poetry • Drama 	<p>Informational</p> <ul style="list-style-type: none"> • Expository • Procedural • Media Literacy

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Writing Process				
3.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
3.17(A)	3.17(B)*	3.17(C)*	3.17(D)*	3.17(E)
plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)	develop drafts by categorizing ideas and organizing them into paragraphs	revise drafts for coherence, organization, use of simple and compound sentences, and audience	edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric	publish written work for a specific audience

Knowledge and Skills Statements	
3.18	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
3.19	Writing. Students write about their own experiences.
3.20	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
3.21	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
3.22	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
3.23	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
3.24	Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	Readiness Standards	Supporting Standards
1 Composition	3.17(B)* develop drafts by categorizing ideas and organizing them into paragraphs 3.17(C)* revise drafts for coherence, organization, use of simple and compound sentences, and audience 3.17(D)* edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric 3.20(A)* create brief compositions that: (i)* establish a central idea in a topic sentence (ii)* include supporting sentences with simple facts details and explanations (iii)* contain a concluding statement	3.17(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals) 3.17(E) publish written work for a specific audience 3.18(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting 3.18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse) 3.19(A) write about important personal experiences 3.20(B) write letters whose language is tailored to audience and purpose (e.g., thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing) 3.20(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding 3.21(A) write persuasive essays for appropriate audiences that establish a position and use supporting details

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Rptg Cat	Readiness Standards	Supporting Standards
2 Revision	3.17(C)* revise drafts for coherence, organization, use of simple and compound sentences, and audience	
3 Editing	3.17(D)* edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric 3.22(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]: 3.22(B)* use the complete subject and the complete predicate in a sentence 3.23(B)* use capitalization 3.23(C)* recognize and use punctuation marks 3.24(B)* spell words with more advanced orthographic patterns and rules	3.22(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking] (i)* verbs (past, present, future) (ii)* nouns (singular/plural, common/proper) (iii)* adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the) (iv)* adverbs (e.g., time: before, next; manner: carefully, beautifully) (v)* prepositions and prepositional phrases (vi)* possessive pronouns (e.g., his, hers, theirs) (vii)* coordinating conjunctions (e.g., and, or, but) (viii)* time-order transition words and transitions that indicate a conclusion 3.22(C)* use complete simple and compound sentences with correct subject-verb agreement 3.23(A) write legibly in cursive script with spacing between words in a sentence 3.23(B)* use capitalization for (i) geographical names and places (ii)* historical periods (iii) official titles of people 3.23(C)* recognize and use punctuation marks including: (i) apostrophes in contractions and possessives (ii)* commas in a series and dates 3.23(D) use correct mechanics including paragraph indentations 3.24(A) use knowledge of letters sounds, word parts, word segmentation, and syllabication to spell 3.24(B)* spell words with more advanced orthographic patterns and rules (i) consonant doubling when adding and ending (ii) dropping final "e" when endings are added (e.g., -ing, -ed) (iii) changing y to i before adding an ending (iv)* double consonants in middle of words (v) complex consonants (e.g., scr-, -dge, -tch) (vi) abstract vowels (e.g., ou as in could, touch, through, bought) 3.24(C) spell high frequency and compound words from a commonly used list 3.24(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable) 3.24(E)* spell simple syllable homophones (e.g., bear/bare; week/weak; road/rode) 3.24(F) spell complex contractions (e.g., should've, won't) 3.24(G)* use print and electronic resources to find and check correct spelling

Genres Represented in Revision and Editing Sections	
Literary <ul style="list-style-type: none"> • Fiction • Poetry • Literary Nonfiction 	Informational <ul style="list-style-type: none"> • Expository • Procedural • Persuasive

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Writing Process				
4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
4.15(A)	4.15(B)	4.15(C)	4.15(D)	4.15(E)
plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)	develop drafts by categorizing ideas and organizing them into paragraphs	revise drafts for coherence, organization, use of simple and compound sentences, and audience	edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric	revise final draft in response to feedback from peers and teacher and publish written work for a specific audience

Knowledge and Skills Statements
4.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
4.17 Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
4.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
4.19 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
4.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
4.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their Compositions.
4.22 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	Readiness Standards	Supporting Standards
1 Composition	4.15(B) develop drafts by categorizing ideas and organizing them into paragraphs 4.15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience 4.15(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric] 4.18(A) create brief compositions that (i) establish a central idea in a topic sentence (ii) include supporting sentences with simple facts, details, and explanations (iii) contain a concluding statement	
	<i>SEs Not Included in Assessed Curriculum</i>	4.15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals) 4.15(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience 4.16(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting 4.16(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse) 4.17(A) write about personal important experiences 4.18(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing) 4.18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding 4.19(A) write persuasive essays for appropriate audiences that establish a position and use supporting details
2 Revision	3.15(C)* revise drafts for coherence, organization, use of simple and compound sentences, and audience	4.18(A) create brief compositions that (i) establish a central idea in a topic sentence (ii) include supporting sentences with simple facts, details, and explanations (iii) contain a concluding statement

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Rptg Cat	Readiness Standards	Supporting Standards
3 Editing	4.15(D) edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric]	4.20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs) (ii) nouns (singular/plural, common/proper) (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest) (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details (vi) reflexive pronouns (e.g., myself, ourselves) (vii) correlative conjunctions (e.g., either/or, neither/nor) (viii) use time-order transition words and transitions that indicate a conclusion
	4.20(A) use and understand the function of the following parts of speech in the context of reading, writing and speaking: 4.20(B) use the complete subject and the complete predicate in a sentence 4.21(B) use capitalization 4.21(C) recognize and use punctuation marks 4.22(A) spell words with more advanced orthographic patterns rules	
		4.20(C) use complete simple and compound sentences with correct subject-verb agreement 4.21(B) use capitalization for: (i) historical events and documents (ii) titles of books, stories, and essays (iii) languages, races, and nationalities 4.21(C) recognize and use punctuation marks including: (i) commas in compound sentences (ii) quotation marks 4.22(A) spell words with more advanced orthographic patterns rules: (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es) (ii) irregular plurals (e.g., man/men, foot/feet, child/children) (iii) double consonants in middle of words (iv) other ways to spell sh (e.g., -sion, -tion, -cian) (v) silent letters (e.g., knee, wring) 4.22(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-) 4.22(C) spell commonly used homophones (e.g., there, they're, their; two, too, to) 4.22(D) use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings
	<i>SEs Not Included in Assessed Curriculum</i>	4.21(A) write legibly by selecting cursive script or manuscript printing as appropriate

Genres Represented in Revision and Editing Sections	
Literary	Informational
<ul style="list-style-type: none"> • Fiction • Literary Nonfiction 	<ul style="list-style-type: none"> • Expository • Procedural

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Writing Process				
6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
5.15(A)	5.15(B)	5.15(C)	5.15(D)	5.15(E)
plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea	develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing	revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	edit drafts for grammar, mechanics, and spelling	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences

Knowledge and Skills Statements
5.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
5.17 Writing. Students write about their own experiences.
5.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
5.19 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
5.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
5.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
5.22 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	Readiness Standards	Supporting Standards
1 Composition	5.15(B)* develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing 5.15(C)* revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed 5.15(D)* edit drafts for grammar, mechanics, and spelling 5.18(A)* create multi paragraph essays to convey information about the topic that: (i)* presents effective introductions and concluding paragraphs (ii)* guide and inform the reader's understanding of key ideas and evidence (iii)* include specific facts, details, and examples in an appropriately organized structure (iv)* use a variety of sentence structures and transitions to link paragraphs	5.15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea 5.15(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences 5.16(A) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view (ii) a specific, believable setting through the use of sensory details (iii) dialogue that develops the story 5.16(B) write poems using: (i) poetic techniques (e.g., alliteration, onomatopoeia) (ii) figurative language (e.g., simile, metaphor) (iii) graphic elements (e.g., capital letters, line length) 5.17(A) write a personal narrative that conveys thoughts and feelings about an experience 5.18(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) 5.18(C) write responses to literary and expository texts and provide evidence from the text to demonstrate understanding 5.19(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives

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Rptg Cat	Readiness Standards	Supporting Standards
2 Revision	5.15(C)* revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions, by adding, deleting, combining and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	
3 Editing	5.15(D)* edit drafts for grammar, mechanics, and spelling 5.20(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking] 5.20(C)* use complete simple and compound sentences with correct subject-verb agreement 5.21(A)* use capitalization 5.21(B)* recognize and use punctuation marks 5.22(A)* spell words with more advanced orthographic patterns and rules 5.22(D)* use spelling pattern and rules and print and electronic resources to determine and check correct spellings	5.20(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]: (i)* verbs (irregular verbs and active voice) (ii)* collective nouns (e.g., public, class) (iii)* adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best) (iv)* adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) (v)* prepositions and prepositional phrases to convey location, time, direction, or to provide details (vi)* indefinite pronouns (e.g., all, both, nothing, anything) (vii)* subordinating conjunctions (e.g., while, because, although, it) (viii)* transitional words (also, therefore) 5.20(B)* use the complete subject and the complete predicate in a sentence 5.21(A)* use capitalization for: (i) abbreviations (ii) initials and acronyms (iii) organizations 5.21(B)* recognize and use punctuation marks: (i)* commas in compound sentences (ii)* proper punctuation and spacing for quotations 5.21(C) use proper mechanics including italics and underlining for titles and emphasis 5.22(A) spell words with more advanced orthographic patterns and rules: (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician) (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal) (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation) 5.22(B) spell words with: (i) Greek roots (e.g., tele, photo, graph, meter) (ii) Latin roots (e.g., spec, scrib, rupt, port, ject, dict) (iii) Greek suffixes (e.g., -ol-ogy, -phobia, -ism, -ist) (iv) Latin derived suffixes (e.g., -able, -ible, -ance, -ence) 5.22(C) differentiate between commonly confused terms (e.g., its, it's; effect, affect) 5.22(E) know how to use and spell-check function in word processing while understanding its limitations

Genres Represented in Revision and Editing Sections	
Literary <ul style="list-style-type: none"> • Fiction • Poetry • Personal Narrative 	Informational <ul style="list-style-type: none"> • Expository • Procedural • Persuasive

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Writing Process				
5.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
6.14(A)	6.14(B)	6.14(C)	6.14(D)	6.14(E)
plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea	develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing	revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	edit drafts for grammar, mechanics, and spelling	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences

Knowledge and Skills Statements
6.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
6.16 Writing. Students write about their own experiences.
6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
6.18 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
6.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
6.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
6.21 Oral and Written Conventions/Spelling. Students spell correctly.

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Rptg Cat	Readiness Standards	Supporting Standards
1 Composition	6.14(B)* develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing 6.14(C)* revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed 6.14(D)* edit drafts for grammar, mechanics, and spelling 6.17(A)* create multi paragraph essays to convey information about the topic that: (i)* presents effective introductions and concluding paragraphs (ii)* guide and inform the reader's understanding of key ideas and evidence (iii)* include specific facts, details, and examples in an appropriately organized structure (iv)* use a variety of sentence structures and transitions to link paragraphs	6.14(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea 6.14(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences 6.15(A) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view (ii) a specific, believable setting through the use of sensory details (iii) dialogue that develops the story 6.15(B) write poems using: (i) poetic techniques (e.g., alliteration, onomatopoeia) (ii) figurative language (e.g., simile, metaphor) (iii) graphic elements (e.g., capital letters, line length) 6.16(A) write a personal narrative that has a clearly defined focus and communicated the importance of or reasons for actions and/or consequences 6.17(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) 6.17(C) write responses to literary and expository texts and provide evidence from the text to demonstrate understanding 6.17(D) produce a multimedia presentation involving text and graphics using available technology 6.18(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives
2 Revision	6.14(C)* revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions, by adding, deleting, combining and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	

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Rptg Cat	Readiness Standards	Supporting Standards
3 Editing	6.14(D)* edit drafts for grammar, mechanics, and spelling 6.19(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]: 6.19(C)* use complete simple and compound sentences with correct subject-verb agreement 6.20(A)* use capitalization 6.20(B)* recognize and use punctuation marks 6.21(B) use spelling pattern and rules and print and electronic resources to determine and check correct spellings	6.19(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]: (i)* verbs (irregular verbs and active and passive voice) (ii)* non-count nouns (e.g., rice, paper) (iii)* predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most) (iv)* conjunctive adverbs (e.g., consequently, furthermore, indeed) (v)* prepositions and prepositional phrases to convey location, time, direction, or to provide details (vi)* indefinite pronouns (e.g., all, both, nothing, anything) (vii)* subordinating conjunctions (e.g., while, because, although, it) (viii)* transitional words with phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to) 6.19(B) differentiate between the active and passive voice and know how to use them both 6.20(A)* use capitalization for: (i) abbreviations (ii) initials and acronyms (iii) organizations 6.20(B)* recognize and use punctuation marks: (i) commas in compound sentences (ii) proper punctuation and spacing for quotations (iii) parenthesis, brackets, and ellipses (to indicate omission and interpretation or incomplete statements) 6.20(C) use proper mechanics including italics and underlining for titles and emphasis 6.21(A) differentiate between commonly confused terms (e.g., its, it's; effect, affect) 6.21(C) know how to use the spell-check function in word processing while understanding its limitations

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