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| Writing Process | 7.14(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 |
| | 7.14(C) | revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed |
| | 7.14(D) | edit drafts for grammar, mechanics, and spelling |

| Rptg Cat | STAAR | Readiness Standards | Supporting Standards |
|-------------------------|----------------------------|---|---|
| 1 Composition | 2 Comps | 7.14(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 7.14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed 7.14(D) edit drafts for grammar, mechanics, and spelling 7.16(A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences 7.17(A) write a multi-paragraph essay to convey information about a topic that <ul style="list-style-type: none"> (i) presents effective introductions and concluding paragraphs (ii) contains a clearly stated purpose or controlling idea (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies (iv) accurately synthesizes ideas from several sources (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs | |
| 2 Revision | 16 | 7.14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed | 7.17(A) write a multi-paragraph essay to convey information about a topic that <ul style="list-style-type: none"> (i) presents effective introductions and concluding paragraphs (ii) contains a clearly stated purpose or controlling idea (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies (iv) accurately synthesizes ideas from several sources (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs 7.18(A) write a persuasive essay to the appropriate audience that establishes a clear thesis or position 7.18(C) write a persuasive essay to the appropriate audience that includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion |
| 3 Editing | 24 | 7.14(D) edit drafts for grammar, mechanics, and spelling 7.19(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: 7.19(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses 7.20(A) use conventions of capitalization 7.20(B) recognize and use punctuation marks 7.21(A) spell correctly, including using various resources to determine and check correct spellings | 7.19(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: <ul style="list-style-type: none"> (i) verbs (perfect and progressive tenses) and participles (ii) appositive phrases (iii) adverbial and adjectival phrases and clauses (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed) (v) prepositions and prepositional phrases and their influence on subject-verb agreement (vi) relative pronouns (e.g., whose, that, which) (vii) subordinating conjunctions (e.g., because, since) (viii) transitions for sentence to sentence or paragraph to paragraph coherence 7.19(B) write complex sentences and differentiate between main versus subordinate clauses 7.20(B) recognize and use punctuation marks including <ul style="list-style-type: none"> (i) commas after introductory words, phrases, and clauses (ii) semicolons, colons, and hyphens |
| # Items | 40 MC & 2 Comps | 24-28 questions from Readiness Standards (The 2 types of writing assessed each year – personal narrative and expository – are always designated as Readiness Standards) | 12-16 questions from Supporting Standards |

| Genres Represented in Revision and Editing Sections | |
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| Literary <ul style="list-style-type: none"> Fiction Literary Nonfiction | Informational <ul style="list-style-type: none"> Expository Persuasive (Editing Only) |