Writing Process	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 audience

Reporting Category*	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	6.15(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
	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	(iii)	dialogue that develops the story
			6.15(B)	write poems using:
	6.17(A)*	create multi paragraph essays to convey information about the topic that:	(i)	poetic techniques (e.g., alliteration, onomatopoeia)
	(i)*	presents effective introductions and concluding paragraphs	(ii)	figurative language (e.g., simile, metaphor)
			(iii)	graphic elements (e.g., capital letters, line length)
	(ii)*	guide and inform the reader's understanding of key ideas and evidence	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)
	(iii)*	include specific facts, details, and examples in an appropriately organized structure	6.17(C)	write responses to literary and expository texts and provide evidence from the text to demonstrate understanding
	(iv)*	use a variety of sentence structures and transitions to link paragraphs	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		
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	(i)*	verbs (irregular verbs and active and passive voice)
			(ii)*	non-count nouns (e.g., rice, paper)
	6.21(B)	use spelling pattern and rules and print and electronic resources to determine and check correct spellings	(iii)*	predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most)
	6.21(C)	know how to use the spell-check function in word processing while understanding its limitations	(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)
			6.20(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)

Genres	
Literary	**Informational**
• Fiction	• Expository
• Poetry	• Procedural
• Personal Narrative	• Persuasive

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

* = Aligned with STAAR Assessed Curriculum