

<b>Writing Process</b>	8.14(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
	8.14(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
<b>1 Composition</b>	<p>8.14(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</p> <p>8.16(A)* write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences</p> <p>8.17(A)* write a multi paragraph essay to convey information about the topic that:</p> <ul style="list-style-type: none"> <li>(i)* presents effective introductions and concluding paragraphs</li> <li>(ii)* contains a clearly stated purpose or controlling idea</li> <li>(iii)* is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies</li> <li>(iv)* accurately synthesizes ideas from several works</li> <li>(v)* use a variety of sentence structures, rhetorical devices, and transitions to link paragraph</li> </ul>	<p>8.15(A) write an imaginative story that:</p> <ul style="list-style-type: none"> <li>(i) sustains reader interest</li> <li>(ii) includes well-paced action and an engaging story line</li> <li>(iii) creates a specific, believable setting through the use of sensory details</li> <li>(iv) develops interesting characters</li> <li>(v) uses a range of literacy strategies and devices to enhance the style and tone</li> </ul> <p>8.15(B) write a poem using:</p> <ul style="list-style-type: none"> <li>(i) poetic techniques (e.g., rhyme, scheme, meter)</li> <li>(ii) figurative language (e.g., personification, idioms, hyperbole)</li> <li>(iii) graphic elements (e.g., word position)</li> </ul> <p>8.17(B) write letters that reflects an opinion, registers a complaint, or requests information in a business or friendly context</p> <p>8.17(C) write responses to literary and expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate</p> <p>8.18(A) establish a clear thesis or position</p> <p>8.18(B) consider and respond to the views of others and anticipates and answers reader concerns and counter-arguments</p> <p>8.18(C) include evidence that is logically organized to support the author's viewpoint and that differentials between fact and opinion</p>
<b>2 Revision</b>	8.14(C)* revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, complex sentences; internal and external coherence; and the use of effective transition after rethinking how well questions of purpose, audience, and genre have been addressed	
<b>3 Editing</b>	<p>8.14(D)* edit drafts for grammar, mechanics, and spelling</p> <p>8.19(B)* use complex sentences and differentiate between main versus subordinate clauses</p> <p>8.19(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</p> <p>8.21(A) spell correctly, including using various resources to determine and check correct spelling</p>	<p>8.19(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]</p> <ul style="list-style-type: none"> <li>(i)* verbs (perfect and progressive tenses) and participles</li> <li>(ii) appositive phrases</li> <li>(iii)* adverbial and adjectival phrases and clauses</li> <li>(iv)* relative pronouns (e.g., whose, that, which)</li> <li>(v)* subordinating conjunctions (e.g., because, since)</li> </ul> <p>8.20(A)* use conventions of capitalization</p> <p>8.20(B)* use correct punctuation marks</p> <ul style="list-style-type: none"> <li>(i)* commas after introductory structured and dependent adverbial clauses, and correct punctuation in complex sentences</li> <li>(ii)* semicolons, colons, hyphens, parentheses, brackets, and ellipsis</li> </ul>

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

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.