

Writing Process	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
1 Composition	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 8.16(A)* write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences 8.17(A)* write a multi paragraph essay to convey information about the topic that: (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 works (v)* use a variety of sentence structures, rhetorical devices, and transitions to link paragraph	8.15(A) write an imaginative story that: (i) sustains reader interest (ii) includes well-paced action and an engaging story line (iii) creates a specific, believable setting through the use of sensory details (iv) develops interesting characters (v) uses a range of literacy strategies and devices to enhance the style and tone 8.15(B) write a poem using: (i) poetic techniques (e.g., rhyme, scheme, meter) (ii) figurative language (e.g., personification, idioms, hyperbole) (iii) graphic elements (e.g., word position) 8.17(B) write letters that reflects an opinion, registers a complaint, or requests information in a business or friendly context 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 8.18(A) establish a clear thesis or position 8.18(B) consider and respond to the views of others and anticipates and answers reader concerns and counter-arguments 8.18(C) include evidence that is logically organized to support the author's viewpoint and that differentials between fact and opinion
2 Revision	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	
3 Editing	8.14(D)* edit drafts for grammar, mechanics, and spelling 8.19(B)* use complex sentences and differentiate between main versus subordinate clauses 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 8.21(A) spell correctly, including using various resources to determine and check correct spelling	8.19(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking] (i)* verbs (perfect and progressive tenses) and participles (ii) appositive phrases (iii)* adverbial and adjectival phrases and clauses (iv)* relative pronouns (e.g., whose, that, which) (v)* subordinating conjunctions (e.g., because, since) 8.20(A)* use conventions of capitalization 8.20(B)* use correct punctuation marks (i)* commas after introductory structured and dependent adverbial clauses, and correct punctuation in complex sentences (ii)* semicolons, colons, hyphens, parentheses, brackets, and ellipse

Genres	
Literary	Informational
<ul style="list-style-type: none"> • Fiction • Poetry • Personal Narrative 	<ul style="list-style-type: none"> • Expository • Procedural • 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.