

Writing Process	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]
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Rptg Cat	STAAR	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] 4.17(A) write about important personal experiences 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	
2 Revision	9	4.15(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
3 Editing	19	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 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(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(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
# Items	28 MC & 2 Comps	17-20 questions from Readiness Standards (The 2 types of writing assessed each year – personal narrative and expository – are always designated as Readiness Standards)	8-11 questions from Supporting Standards

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 Persuasive (Editing Only)