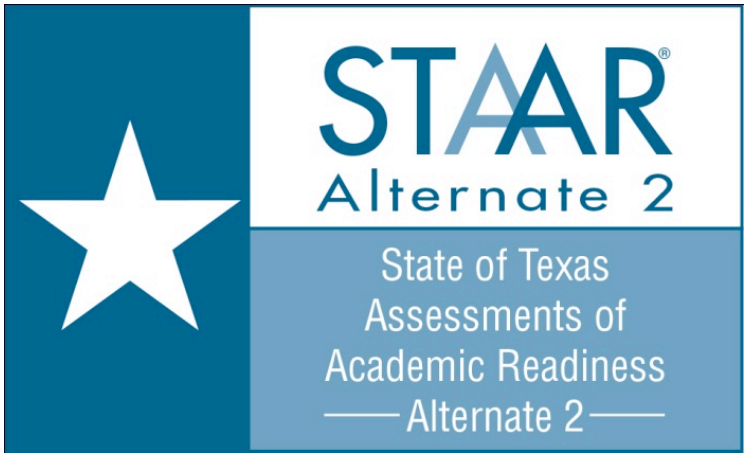


TEKS Vertical Alignment for STAAR Alternate 2

Writing

Pre-kindergarten through End-of-Course

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Motivation to Write Skills. Students develop the understanding that print conveys meaning (Pre-K.IV.A).
Conventions in Writing. Students become more proficient at conveying their thoughts and actions as they learn specific rules that govern how to record thoughts in writing (Pre-K.IV.C)
Independently Conveys Meaning Skills. Students engage in using print in ways to convey their meanings in different situations (Pre-K.IV.B).
Planning and Developing. contributes ideas for drafts composed in whole/small group writing activities. (Pre-K. IV.B.1).
Revising and/or Editing. provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. (Pre-K. IV.B.2).
Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text (K.13 [with adult assistance]; 1.17; 2.17; 3.17; 4.15; 5.15; 6.14; 7.14; 8.14; Eng I.13; Eng II.13; Eng III.13). Students are expected to

Planning and Developing

- Contributes ideas for draft composed in whole/small group writing activities (Pre-K)
- intentionally use marks, letters, or symbols to record language and verbally share meaning (Pre-K)
- independently use letters to make words or parts of words (Pre-K)
- plan a first draft by generating ideas for writing through class discussion (K)
- develop drafts by sequencing the action or details in the story (K)
- plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) (1–2)
- develop drafts by sequencing ideas through writing sentences (1–2)
- plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals) (3–4)
- develop drafts by categorizing ideas and organizing them into paragraphs (3–4)
- 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 (5–8)
- 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 (5–8)
- plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea (Eng I–III)
- structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning (Eng I–III)

Revising

- Provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts (Pre-K)
- revise drafts by adding details or sentences (K)
- revise drafts by adding or deleting a word, phrase, or sentence (1)
- revise drafts by adding or deleting words, phrases, or sentences (2)

- revise drafts for coherence, organization, use of simple and compound sentences, and audience (3–4)
- revise final draft in response to feedback from peers and teacher and publish written work for a specific audience (4)
- 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 (5–6)
- revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences (5–8, Eng I–III)
- 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 (7–8)
- revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed (Eng I–II)
- revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases (Eng III)

Editing

- Provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts
- edit drafts by leaving spaces between letters and words (K)
- edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric (1–2)
- edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric (3–4)
- edit drafts for grammar, mechanics, and spelling (5–8, Eng I–III)

Sharing and Publishing

- share writing with others (K)
- publish and share writing with others (1–2)
- publish written work for a specific audience (3)

Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas (K.14; 1.18; 2.18; 3.18; 4.16; 5.16; 6.15; 7.15; 8.15). Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing (Eng I.14; Eng II.14, Eng III.14). Students are expected to

- dictate or write sentences to tell a story and put the sentences in chronological sequence (K)
- write short poems (K)
- write brief stories that include a beginning, middle, and end (1–2)
- write short poems that convey sensory details (1–2)

- write imaginative stories that build the plot to a climax and contain details about the characters and setting (3–4)
- write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse) (3–4)
- write imaginative stories that include:
  (i) a clearly defined focus, plot, and point of view;
  (ii) a specific, believable setting created through the use of sensory details; and
  (iii) dialogue that develops the story (5–6)
- write poems using:
  (i) poetic techniques (e.g., alliteration, onomatopoeia);
  (ii) figurative language (e.g., similes, metaphors); and
  (iii) graphic elements (e.g., capital letters, line length) (5–6)
- 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; and
  (v) uses a range of literary strategies and devices to enhance the style and tone (7–8)
- write a poem using:
  (i) poetic techniques (e.g., rhyme scheme, meter);
  (ii) figurative language (e.g., personification, idioms, hyperbole); and
  (iii) graphic elements (e.g., word position) (7–8)
- write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot (Eng I)
- write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads) (Eng I–II)
- write a script with an explicit or implicit theme and details that contribute to a definite mood or tone (Eng I–II)
- write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone (Eng II)
- write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone (Eng III)
- write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse) (Eng III)
- write a script with an explicit or implicit theme, using a variety of literary techniques (Eng III)

Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes (K.15; 1.19; 2.19; 3.20; 4.18; 5.18; 6.17; 7.17; 8.17; Eng I.15; Eng II.15; Eng III.15). Students are expected to

- dictate or write information for lists, captions, or invitations (K)
- write brief compositions about topics of interest to the student (1–2)
- write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) (1–2)
- write brief comments on literary or informational texts (1–2)

- write responses to literary or expository texts that demonstrate an understanding of the text (3)
- create brief compositions that:
  (i) establish a central idea in a topic sentence;
  (ii) include supporting sentences with simple facts, details, and explanations; and
  (iii) contain a concluding statement (3–4)
- write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing) (3–4)
- write responses to literary or expository texts and provide evidence from the text to demonstrate understanding (4–6)
- write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) (5)
- create multi-paragraph essays to convey information about the topic that:
  (i) present effective introductions and concluding paragraphs;
  (ii) guide and inform the reader's understanding of key ideas and evidence;
  (iii) include specific facts, details, and examples in an appropriately organized structure; and
  (iv) use a variety of sentence structures and transitions to link paragraphs (5–6)
- write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) (6)
- produce a multimedia presentation involving text and graphics using available technology (6–7)
- write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate (7)
- write a multi-paragraph essay to convey information about a 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 sources; and
  (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs (7–8)
- write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context (7–8)
- write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate (8)
- produce a multimedia presentation involving text, graphics, images, and sound using available technology (8)
- write an analytical essay of sufficient length that includes:
  (i) effective introductory and concluding paragraphs and a variety of sentence structures;
  (ii) rhetorical devices, and transitions between paragraphs;
  (iii) a controlling idea or thesis;
  (iv) an organizing structure appropriate to purpose, audience, and context; and
  (v) relevant information and valid inferences (Eng I)
- write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:
  (i) organized and accurately conveyed information; and
  (ii) reader-friendly formatting techniques (Eng I)
- write an interpretative response to an expository or a literary text (e.g., essay or review) that:
  (i) extends beyond a summary and literal analysis;

(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and
(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices (Eng I–II)

- produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience (Eng I–II)
- write an analytical essay of sufficient length that includes:
  (i) effective introductory and concluding paragraphs and a variety of sentence structures;
  (ii) rhetorical devices, and transitions between paragraphs;
  (iii) a thesis or controlling idea;
  (iv) an organizing structure appropriate to purpose, audience, and context;
  (v) relevant evidence and well-chosen details; and
  (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement (Eng II)
- write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:
  (i) organized and accurately conveyed information;
  (ii) reader-friendly formatting techniques; and
  (iii) anticipation of readers' questions (Eng II)
- write an analytical essay of sufficient length that includes:
  (i) effective introductory and concluding paragraphs and a variety of sentence structures;
  (ii) rhetorical devices, and transitions between paragraphs;
  (iii) a clear thesis statement or controlling idea;
  (iv) a clear organizational schema for conveying ideas;
  (v) relevant and substantial evidence and well-chosen details; and
  (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources (Eng III)
- write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:
  (i) a clearly stated purpose combined with a well-supported viewpoint on the topic;
  (ii) appropriate formatting structures (e.g., headings, graphics, white space);
  (iii) relevant questions that engage readers and consider their needs;
  (iv) accurate technical information in accessible language; and
  (v) appropriate organizational structures supported by facts and details (documented if appropriate) (Eng III)
- write an interpretation of an expository or a literary text that:
  (i) advances a clear thesis statement;
  (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;
  (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;
  (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and
  (v) anticipates and responds to readers' questions or contradictory information (Eng III)
- produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view (Eng III)

Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues (2.20; 3.21; 4.19; 5.19; 6.18; 7.18; 8.18; Eng I.16; Eng II.16; Eng III.16). Students are expected to

- write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community (2)
- write persuasive essays for appropriate audiences that establish a position and use supporting details (3–4)
- write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives (5–6)
- write a persuasive essay to the appropriate audience that establishes a clear thesis or position (7–8)
- write a persuasive essay to the appropriate audience that considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments (7–8)
- 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 (7–8)
- write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views (Eng I)
- write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence (Eng I–II)
- write an argumentative essay to the appropriate audience that includes counter-arguments based on evidence to anticipate and address objections (Eng I–II)
- write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context (Eng I–II)
- write an argumentative essay to the appropriate audience that includes an analysis of the relative value of specific data, facts, and ideas (Eng I–II)
- write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context) (Eng II)
- write an argumentative essay to the appropriate audience that includes a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations) (Eng II)
- write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs (Eng III)
- write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes accurate and honest representation of divergent views (i.e., in the author's own words and not out of context) (Eng III)
- write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context (Eng III)
- write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes information on the complete range of relevant perspectives (Eng III)
- write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes demonstrated consideration of the validity and reliability of all primary and secondary sources used (Eng III)
- write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs) (Eng III)

Technology and Devices Skills. Students develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of developmentally appropriate interactive media (Pre-K.X.A).
Writing. Students write about their own experiences (3.19; 4.17; 5.17; 6.16; 7.16; 8.16). Students are expected to

- use digital learning applications and programs to create digital products and express own ideas (Pre-K)
- write about important personal experiences (3–4)
- write a personal narrative that conveys thoughts and feelings about an experience (5)
- write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences (6–7)
- write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences (8)

Vocabulary Skills. Students develop concepts, acquire new words, and increasingly refine their understanding of words they already know (Pre-K.II.D).
Sentences and Structure Skills. Students use their knowledge of vocabulary, grammar, and sense of audience to convey meaning (Pre-K.II.E).
Conventions in Writing. Students become more proficient at conveying their thoughts and actions as they learn specific rules that govern how to record thoughts in writing (Pre-K.IV.C).
Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity (K.16 [with adult assistance]; 1.20; 2.21; 3.22; 4.20; 5.20; 6.19; 7.19; 8.19; Eng I.17; Eng II.17; Eng III.17). Students are expected to

- use a wide variety of words to label and describe people, places, things, and actions (Pre-K)
- use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order (Pre-K)
- use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement (Pre-K)
- use sentences with more than one phrase (Pre-K)
- combine more than one idea using complex sentences (Pre-K)
- combine sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning (Pre-K)
- begin to experiment with punctuation when writing (Pre-K)
- understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
  (i) past and future tenses when speaking;
  (ii) nouns (singular/plural);
  (iii) descriptive words;
  (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and
  (v) pronouns (e.g., I, me) (K)
- speak in complete sentences to communicate (K)

- use complete simple sentences (K)
- understand and use the following parts of speech in the context of reading, writing, and speaking:
  (i) verbs (past, present, and future);
  (ii) nouns (singular/plural, common/proper);
  (iii) adjectives (e.g., descriptive: green, tall);
  (iv) adverbs (e.g., time: before, next);
  (v) prepositions and prepositional phrases;
  (vi) pronouns (e.g., I, me); and
  (vii) time-order transition words (1)
- speak in complete sentences with correct subject-verb agreement (1)
- ask questions with appropriate subject-verb inversion (1)
- understand and use the following parts of speech in the context of reading, writing, and speaking:
  (i) verbs (past, present, and future);
  (ii) nouns (singular/plural, common/proper);
  (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);
  (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
  (v) prepositions and prepositional phrases;
  (vi) pronouns (e.g., he, him); and
  (vii) time-order transition words (2)
- use complete sentences with correct subject-verb agreement (2)
- distinguish among declarative and interrogative sentences (2)
- use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
  (i) verbs (past, present, and future);
  (ii) nouns (singular/plural, common/proper);
  (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
  (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
  (v) prepositions and prepositional phrases;
  (vi) possessive pronouns (e.g., his, hers, theirs);
  (vii) coordinating conjunctions (e.g., and, or, but); and
  (viii) time-order transition words and transitions that indicate a conclusion (3)
- use the complete subject and the complete predicate in a sentence (3–5)
- use complete simple and compound sentences with correct subject-verb agreement (3–6)
- 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); and
  (viii) use time-order transition words and transitions that indicate a conclusion (4)
- use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
  (i) verbs (irregular verbs and active voice);
  (ii) collective nouns (e.g., class, public);

(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);
(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) indefinite pronouns (e.g., all, both, nothing, anything);
(vii) subordinating conjunctions (e.g., while, because, although, if); and
(viii) transitional words (e.g., also, therefore) (5)

- use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(i) verbs (irregular verbs and active and passive voice);
(ii) non-count nouns (e.g., rice, paper);
(iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);
(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, if);
(viii) transitional words and 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)
- differentiate between the active and passive voice and know how to use them both (6)
- identify, 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) 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); and
(viii) transitions for sentence to sentence or paragraph to paragraph coherence (7)
- write complex sentences and differentiate between main versus subordinate clauses (7–8)
- use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses (7–8)
- 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); and
(v) subordinating conjunctions (e.g., because, since) (8)
- use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);
(ii) restrictive and nonrestrictive relative clauses; and
(iii) reciprocal pronouns (e.g., each other, one another) (Eng I–II)
- identify and use the subjunctive mood to express doubts, wishes, and possibilities (Eng I–II)
- use a variety of correctly structured sentences (e.g., compound, complex,

compound-complex) (Eng I–Eng III)
- use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases) (Eng III)

Conventions in Writing. Students become more proficient at conveying their thoughts and actions as they learn specific rules that govern how to record thoughts in writing (Pre-K.IV.C)
Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions (K.17; 1.21; 2.22; 3.23; 4.21; 5.21; 6.20; 7.20; Eng I.18; Eng II.18; Eng III.18).
Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity (8.20). Students are expected to

Handwriting

- move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing (Pre-K)
- form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression) (K)
- form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences (1)
- write legibly leaving appropriate margins for readability (2)
- write legibly in cursive script with spacing between words in a sentence (3)
- write legibly by selecting cursive script or manuscript printing as appropriate (4)

Capitalization

- capitalize the first letter in a sentence (K)
- recognize and use basic capitalization for:
  (i) the beginning of sentences;
  (ii) the pronoun "I"; and
  (iii) names of people (1)
- use capitalization for:
  (i) proper nouns;
  (ii) months and days of the week; and
  (iii) the salutation and closing of a letter (2)
- use capitalization for:
  (i) geographical names and places;
  (ii) historical periods; and
  (iii) official titles of people (3)
- use capitalization for:
  (i) historical events and documents;
  (ii) titles of books, stories, and essays; and
  (iii) languages, races, and nationalities (4)
- use capitalization for:
  (i) abbreviations;
  (ii) initials and acronyms; and
  (iii) organizations (5–6)
- use conventions of capitalization (7–8, Eng I–II)

Punctuation

- use punctuation at the end of a sentence (K)
- recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)
- recognize and use punctuation marks, including:
  (i) ending punctuation in sentences;
  (ii) apostrophes and contractions: and
  (iii) apostrophes and possessives (2)
- recognize and use punctuation marks including:
  (i) apostrophes in contractions and possessives; and
  (ii) commas in series and dates (3)
- recognize and use punctuation marks including:
  (i) commas in compound sentences; and
  (ii) quotation marks (4)
- recognize and use punctuation marks including:
  (i) commas in compound sentences; and
  (ii) proper punctuation and spacing for quotations (5)
- recognize and use punctuation marks including:
  (i) commas in compound sentences;
  (ii) proper punctuation and spacing for quotations; and
  (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements) (6)
- recognize and use punctuation marks including:
  (i) commas after introductory words, phrases, and clauses; and
  (ii) semicolons, colons, and hyphens (7)
- use correct punctuation marks, including:
  (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and
  (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses (8)
- use correct punctuation marks including:
  (i) quotation marks to indicate sarcasm or irony;
  (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and
  (iii) dashes to emphasize parenthetical information (Eng I)
- use correct punctuation marks including:
  (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
  (ii) quotation marks to indicate sarcasm or irony; and
  (iii) dashes to emphasize parenthetical information (Eng II)

Mechanics

- use correct mechanics including paragraph indentations (3)
- use proper mechanics including italics and underlining for titles and emphasis (5)
- use proper mechanics including italics and underlining for titles of books (6)
- correctly and consistently use conventions of punctuation and capitalization (Eng III)

Speech Production Skills. Students must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language (Pre-K.II.C)
Conventions in Writing. Students become more proficient at conveying their thoughts and actions as they learn specific rules that govern how to record thoughts in writing (Pre-K.IV.C)
Oral and Written Conventions/Spelling. Students spell correctly (K.18; 1.22; 2.23; 3.24; 4.22; 5.22; 6.21; 7.21; 8.21; Eng I.19, Eng II.19; Eng III.19). Students are expected to

- perceive differences between similar sounding words (Pre-K)
- write own name (first name or frequent nickname) using legible letters in proper sequence (Pre-K)
- use phonological knowledge to match sounds to letters (K)
- use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut") (K)
- write one's own name (K)
- use phonological knowledge to match sounds to letters to construct known words (1)
- use letter-sound patterns to spell:
  (i) consonant-vowel-consonant (CVC) words;
  (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and
  (iii) one-syllable words with consonant blends (e.g., "drop") (1)
- spell base words with inflectional endings (e.g., adding "s" to make words plurals) (1)
- spell high-frequency words from a commonly used list (1–2)
- use resources to find correct spellings (1–2)
- use phonological knowledge to match sounds to letters to construct unknown words (2)
- spell words with common orthographic patterns and rules:
  (i) complex consonants (e.g., hard and soft c and g, ck);
  (ii) r-controlled vowels;
  (iii) long vowels (e.g., VCe-hope); and
  (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy) (2)
- spell base words with inflectional endings (e.g., -ing and -ed) (2)
- spell simple contractions (e.g., isn't, aren't, can't) (2)
- use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell (3)
- spell words with more advanced orthographic patterns and rules:
  (i) consonant doubling when adding an ending;
  (ii) dropping final "e" when endings are added (e.g., -ing, -ed);
  (iii) changing y to i before adding an ending;
  (iv) double consonants in middle of words;
  (v) complex consonants (e.g., scr-, -dge, -tch); and
  (vi) abstract vowels (e.g., ou as in could, touch, through, bought) (3)
- spell high-frequency and compound words from a commonly used list (3)
- spell words with common syllable constructions (e.g., closed, open, final stable syllable) (3)
- spell single syllable homophones (e.g., bear/bare; week/weak; road/rode) (3)
- spell complex contractions (e.g., should've, won't) (3)
- use print and electronic resources to find and check correct spellings (3)
- spell words with more advanced orthographic patterns and 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); and

(v) silent letters (e.g., knee, wring) (4)
- spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-) (4)
- spell commonly used homophones (e.g., there, they're, their; two, too, to) (4)
- use spelling patterns and rules and print and electronic resources to determine and check correct spellings (4–6)
- spell words with more advanced orthographic patterns and rules:
  (i) consonant changes (e.g.,/t/ to/sh/ in select, selection;/k/ to/sh/ in music, musician);
  (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and
  (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation) (5)
- spell words with:
  (i) Greek Roots (e.g., tele, photo, graph, meter);
  (ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);
  (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and
  (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence) (5)
- differentiate between commonly confused terms (e.g., its, it's; affect, effect) (5–6)
- know how to use the spell-check function in word processing while understanding its limitations (5–6)
- spell correctly, including using various resources to determine and check correct spellings (7–8; Eng I–III)

Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them (K.19 [with adult assistance]; 1.23 [with adult assistance]; 2.24; 3.25; 4.23; 5.23; 6.22; 7.22; 8.22; Eng I.20; Eng II.20; Eng III.20). Students are expected to

- ask questions about topics of class-wide interest (K)
- decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest (K)
- generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (1–2)
- decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest (1–2)
- generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic (3–4)
- generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question (3–4)
- brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic (5–6)
- generate a research plan for gathering relevant information about the major research question (5–6)
- apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches (7–8)
- brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic (7–8; Eng I–III)
- formulate a plan for engaging in research on a complex, multi-faceted topic (Eng I–II)
- formulate a plan for engaging in in-depth research on a complex, multi-faceted topic (Eng III)

Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather (K.20 [with adult assistance]; 1.24 [with adult assistance]; 2.25; 3.26; 4.24; 5.24; 6.23; 7.23; 8.23; Eng I.21; Eng II.21; Eng III.21). Students are expected to

- gather evidence from provided text sources (K)
- use pictures in conjunction with writing when documenting research (K)
- use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (1)
- record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (1)
- gather evidence from available sources (natural and personal) as well as from interviews with local experts (1-2)
- use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information (2)
- record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (2)
- use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) (3)
- follow the research plan to collect information from multiple sources of information, both oral and written, including:
  (i) student-initiated surveys, on-site inspections, and interviews;
  (ii) data from experts, reference texts, and online searches; and
  (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate (3–4)
- take simple notes and sort evidence into provided categories or an organizer (3–4)
- identify the author, title, publisher, and publication year of sources (3–4)
- differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources (3-8)
- use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) (4)
- follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts (5–6);
- differentiate between primary and secondary sources (5–6)
- record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes (5–6)
- identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format (5–6)
- follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies (7–8)
- categorize information thematically in order to see the larger constructs inherent in the information (7–8)
- record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format (7–8)
- follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry (Eng I–II)

- organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs) (Eng I–II)
- paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number) (Eng I–II)
- follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source (Eng III)
- systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences (Eng III)
- paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources (Eng III)

Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information (1.25 [with adult assistance]; 2.26; 3.27; 4.25; 5.25; 6.24; 7.24; 8.24; Eng I.22; Eng II.22; Eng III.22). Students are expected to

- revise the topic as a result of answers to initial research questions (1–2)
- improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) (3–4)
- evaluate the relevance, validity, and reliability of sources for the research (5)
- refine the major research question, if necessary, guided by the answers to a secondary set of questions (5–6)
- evaluate the relevance and reliability of sources for the research (6)
- utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another (7)
- narrow or broaden the major research question, if necessary, based on further research and investigation (7–8)
- utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another (8)
- evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity (Eng I–II)
- modify the major research question as necessary to refocus the research plan (Eng I–III)
- critique the research process at each step to implement changes as the need occurs and is identified (Eng I–III)
- differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument (Eng III)

Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience (1.26 [with adult assistance]; 2.27 [with adult assistance]; 3.28; 4.26, 5.26; 6.25; 7.25; 8.25; Eng I.23; Eng II.23; Eng III.23). Students are expected to

- create a visual display or dramatization to convey the results of the research (1–2)
- draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used (3–4)
- synthesize the research into a written or an oral presentation that compiles important information from multiple sources (5–6)
- synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions (5–6)
- synthesize the research into a written or an oral presentation that presents the findings in a consistent format (5–6)
- synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) (5–6)
- synthesize the research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way (7–8)
- synthesize the research into a written or an oral presentation that marshals evidence to explain the topic and gives relevant reasons for conclusions (7–8)
- synthesize the research into a written or an oral presentation that presents the findings in a meaningful format (7–8)
- synthesize the research into a written or an oral presentation that follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas (7–8)
- synthesize the research into a written or oral presentation that marshals evidence in support of a clear thesis statement and related claims (Eng I–II)
- synthesize the research into a written or oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view (Eng I–II)
- synthesize the research into a written or oral presentation that uses graphics and illustrations to help explain concepts where appropriate (Eng I–II)
- synthesize the research into a written or oral presentation that uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research (Eng I–II)
- synthesize the research into a written or oral presentation that uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials (Eng I–II)
- synthesize the research into an extended written or oral presentation that provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information (Eng III)
- synthesize the research into an extended written or oral presentation that uses a variety of formats and rhetorical strategies to argue for the thesis (Eng III)
- synthesize the research into an extended written or oral presentation that develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments (Eng III)
- synthesize the research into an extended written or oral presentation that uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials (Eng III)
- synthesize the research into an extended written or oral presentation that is of sufficient length and complexity to address the topic (Eng III)

NOTE: This document is updated according to *TEXAS Prekindergarten Guidelines* (Updated 2015). Texas Education Agency