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TEKS Curriculum Framework for STAAR Alternate 2

# Grade 7 Writing

## STAAR Alternate 2 Writing Instructional Terms

The curriculum that will be assessed each year for STAAR Alternate 2 is determined by the essence statements that are selected for each administration. Teachers should refer to the Curriculum Framework documents for each selected essence statement to locate the prerequisite skills that are linked to that essence statement. Instruction should focus on the listed prerequisite skills. The teacher should determine what skills have been mastered and which need to be taught according to the developmental level of the student. The goal should be to assist the student in attaining the highest academic level the student is capable of within a given year. In addition to the prerequisite skills, there are instructional terms that students will need exposure to during instruction. This list does not encompass all the curriculum a student would be responsible for; it is a unique list of instructional terms developed by educator teams. Students need to become familiar with these terms as the student is developmentally able to comprehend the content. Students in higher grades need to also know the terms presented in earlier grades.

### Grade 4 Writing

add/added/adding	article	capital letter/capitalized
combine sentences	details	edit/edited
end punctuation	lowercase/uppercase	paragraph
revise/revises/revised/revision	support (for topic sentence)	text
title	topic/topic sentence	

### Grade 7 Writing

comma/commas	contraction	convince/persuade/persuasive
graphic	misspelled	noun/verb
phrase	proper nouns	setting
vowel/consonant	writer	

### English I Writing

conclude/concluding sentence/ concluding statement	meaning/retain meaning	past/present
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### English II Writing

abbreviations	apostrophe	appositive
caption	initials	quotation/quotation marks
transition/transition word		

<b>STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>
<p><b>(7.14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</p> <p>(C) 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. Readiness Standard</p>	<p>Revises text using appropriate word choice.</p>
<b>7.14 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>7.14</b>	<p><i>Revising</i></p> <ul style="list-style-type: none"> <li>• revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</li> <li>• 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</li> <li>• revise final draft in response to feedback from peers and teacher and publish written work for a specific audience</li> <li>• revise drafts for coherence, organization, use of simple and compound sentences, and audience</li> <li>• revise drafts by adding or deleting words, phrases, or sentences</li> <li>• revise drafts by adding or deleting a word, phrase, or sentence</li> <li>• revise drafts by adding details or sentences</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>
<p><b>(7.17) Writing/Expository [and Procedural] Texts.</b> Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) write a multi-paragraph essay to convey information about a topic that                             <ul style="list-style-type: none"> <li>(i) presents effective introductions and concluding paragraphs; Supporting Standard</li> <li>(ii) contains a clearly stated purpose or controlling idea; Supporting Standard</li> <li>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; Supporting Standard</li> <li>(iv) accurately synthesizes ideas from several sources; Supporting Standard</li> <li>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs. Supporting Standard</li> </ul> </li> </ul>	<p>Revises an expository text.</p>
<b>7.17 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<ul style="list-style-type: none"> <li>• produce a multimedia presentation involving text and graphics using available technology</li> <li>• write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)</li> <li>• create multi-paragraph essays to convey information about the topic that:                             <ul style="list-style-type: none"> <li>(i) present effective introductions and concluding paragraphs;</li> <li>(ii) guide and inform the reader's understanding of key ideas and evidence;</li> <li>(iii) include specific facts, details, and examples in an appropriately organized structure; and</li> <li>(iv) use a variety of sentence structures and transitions to link paragraphs</li> </ul> </li> <li>• 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)</li> <li>• write responses to literary or expository texts and provide evidence from the text to demonstrate understanding</li> <li>• 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)</li> </ul>

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7.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• create brief compositions that:               <ul style="list-style-type: none"> <li>(i) establish a central idea in a topic sentence;</li> <li>(ii) include supporting sentences with simple facts, details, and explanations; and</li> <li>(iii) contain a concluding statement</li> </ul> </li> <li>• write responses to literary or expository texts that demonstrate an understanding of the text</li> <li>• write brief comments on literary or informational texts</li> <li>• write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)</li> <li>• write brief compositions about topics of interest to the student</li> <li>• dictate or write information for lists, captions, or invitations</li> </ul> <p><b>Writing/writing process*</b></p> <p><i>Revising</i></p> <ul style="list-style-type: none"> <li>• revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</li> <li>• 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</li> <li>• revise final draft in response to feedback from peers and teacher and publish written work for a specific audience</li> <li>• revise drafts for coherence, organization, use of simple and compound sentences, and audience</li> <li>• revise drafts by adding or deleting words, phrases, or sentences</li> <li>• revise drafts by adding or deleting a word, phrase, or sentence</li> <li>• revise drafts by adding details or sentences</li> </ul>

\*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.</b>	
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<p><b>(7.18) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that</p> <ul style="list-style-type: none"> <li>(A) establishes a clear thesis or position; Supporting Standard</li> <li>(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion. Supporting Standard</li> </ul>	<p>Revises persuasive text.</p>
<b>7.18 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>7.18</b>	<ul style="list-style-type: none"> <li>• write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives</li> <li>• write persuasive essays for appropriate audiences that establish a position and use supporting details</li> <li>• write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community</li> </ul> <p><b>Writing/writing process*</b> <i>Revising</i></p> <ul style="list-style-type: none"> <li>• revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</li> <li>• 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</li> <li>• revise final draft in response to feedback from peers and teacher and publish written work for a specific audience</li> <li>• revise drafts for coherence, organization, use of simple and compound sentences, and audience</li> <li>• revise drafts by adding or deleting words, phrases, or sentences</li> <li>• revise drafts by adding or deleting a word, phrase, or sentence</li> <li>• revise drafts by adding details or sentences</li> </ul>

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**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>
<p><b>(7.14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</p> <p style="padding-left: 40px;">(D) edit drafts for grammar, mechanics, and spelling. Readiness Standard</p>	<p>Edits text using correct grammar, mechanics, and spelling.</p>
<b>7.14 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>7.14</b>	<p><i>Editing</i></p> <ul style="list-style-type: none"> <li>• edit drafts for grammar, mechanics, and spelling</li> <li>• edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</li> <li>• edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</li> <li>• edit drafts by leaving spaces between letters and words</li> </ul> <p><b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.*</b></p> <p><i>Capitalization</i></p> <ul style="list-style-type: none"> <li>• use capitalization for:             <ul style="list-style-type: none"> <li>(i) abbreviations;</li> <li>(ii) initials and acronyms; and</li> <li>(iii) organizations</li> </ul> </li> <li>• use capitalization for:             <ul style="list-style-type: none"> <li>(i) historical events and documents;</li> <li>(ii) titles of books, stories, and essays; and</li> <li>(iii) languages, races, and nationalities</li> </ul> </li> <li>• use capitalization for:             <ul style="list-style-type: none"> <li>(i) geographical names and places;</li> <li>(ii) historical periods; and</li> <li>(iii) official titles of people</li> </ul> </li> <li>• use capitalization for:             <ul style="list-style-type: none"> <li>(i) proper nouns;</li> <li>(ii) months and days of the week; and</li> <li>(iii) the salutation and closing of a letter</li> </ul> </li> <li>• recognize and use basic capitalization for:             <ul style="list-style-type: none"> <li>(i) the beginning of sentences;</li> </ul> </li> </ul>

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7.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>(ii) the pronoun "I"; and</li> <li>(iii) names of people</li> <li>• capitalize the first letter in a sentence</li> </ul> <p><i>Punctuation</i></p> <ul style="list-style-type: none"> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas in compound sentences;</li> <li>(ii) proper punctuation and spacing for quotations; and</li> <li>(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas in compound sentences; and</li> <li>(ii) proper punctuation and spacing for quotations</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas in compound sentences; and</li> <li>(ii) quotation marks</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) apostrophes in contractions and possessives; and</li> <li>(ii) commas in series and dates</li> </ul> </li> <li>• recognize and use punctuation marks, including: <ul style="list-style-type: none"> <li>(i) ending punctuation in sentences;</li> <li>(ii) apostrophes and contractions; and</li> <li>(iii) apostrophes and possessives</li> </ul> </li> <li>• recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences</li> <li>• use punctuation at the end of a sentence</li> </ul>

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**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.</b>	
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<p><b>(7.19) [Oral and] Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. The student is expected to</p> <p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>Readiness Standard</p> <ul style="list-style-type: none"> <li>(i) verbs (perfect and progressive tenses) and participles; Supporting Standard</li> <li>(ii) appositive phrases; Supporting Standard</li> <li>(iii) adverbial and adjectival phrases and clauses; Supporting Standard</li> <li>(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); Supporting Standard</li> <li>(v) prepositions and prepositional phrases and their influence on subject-verb agreement; Supporting Standard</li> <li>(vi) relative pronouns (e.g., whose, that, which); Supporting Standard</li> <li>(vii) subordinating conjunctions (e.g., because, since); and Supporting Standard</li> <li>(viii) transitions for sentence to sentence or paragraph to paragraph coherence; Supporting Standard</li> </ul> <p>(B) write complex sentences and differentiate between main versus subordinate clauses; Supporting Standard</p> <p>(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>Readiness Standard</p>	<p>Edits text for correct word usage and variance in sentence patterns.</p>

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**7.19****Prerequisite Skills/Links to TEKS Vertical Alignment**

- differentiate between the active and passive voice and know how to use them both
- 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)
- 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)
- 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
- use complete simple and compound sentences with correct subject-verb agreement
- use the complete subject and the complete predicate in a sentence

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**7.19****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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
- distinguish among declarative and interrogative sentences
- use complete sentences with correct subject-verb agreement
- 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
- ask questions with appropriate subject-verb inversion
- speak in complete sentences with correct subject-verb agreement
- 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
- use complete simple sentences
- speak in complete sentences to communicate

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7.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):               <ul style="list-style-type: none"> <li>(i) past and future tenses when speaking;</li> <li>(ii) nouns (singular/ plural);</li> <li>(iii) descriptive words;</li> <li>(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and</li> <li>(v) pronouns (e.g., I, me)</li> </ul> </li> </ul> <p><b>Concepts about print skills</b></p> <ul style="list-style-type: none"> <li>• use some appropriate writing conventions when writing or giving dictation</li> </ul> <p><b>Sentences and structure skills</b></p> <ul style="list-style-type: none"> <li>• combine sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning</li> <li>• combine more than one idea using complex sentences</li> <li>• use sentences with more than one phrase</li> <li>• use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement</li> <li>• use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order</li> </ul> <p><b>Vocabulary skills</b></p> <ul style="list-style-type: none"> <li>• use category labels to understand how the words/ objects relate to each other</li> <li>• use a wide variety of words to label and describe people, places, things, and actions</li> </ul>

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<p><b>(7.20) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) use conventions of capitalization; Readiness Standard</li> <li>(B) recognize and use punctuation marks Readiness Standard including:                             <ul style="list-style-type: none"> <li>(i) commas after introductory words, phrases, and clauses; Supporting Standard</li> <li>(ii) semicolons, colons, and hyphens. Supporting Standard</li> </ul> </li> </ul>	<p>Edits text for correct capitalization and punctuation.</p>
<b>7.20 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>7.20</b>	<p><i>Capitalization</i></p> <ul style="list-style-type: none"> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) abbreviations;</li> <li>(ii) initials and acronyms; and</li> <li>(iii) organizations</li> </ul> </li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) historical events and documents;</li> <li>(ii) titles of books, stories, and essays; and</li> <li>(iii) languages, races, and nationalities</li> </ul> </li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) geographical names and places;</li> <li>(ii) historical periods; and</li> <li>(iii) official titles of people</li> </ul> </li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) proper nouns;</li> <li>(ii) months and days of the week; and</li> <li>(iii) the salutation and closing of a letter</li> </ul> </li> <li>• recognize and use basic capitalization for:                             <ul style="list-style-type: none"> <li>(i) the beginning of sentences;</li> <li>(ii) the pronoun "I"; and</li> </ul> </li> </ul>

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7.20	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>(iii) names of people               <ul style="list-style-type: none"> <li>• capitalize the first letter in a sentence</li> </ul> </li> </ul> <p><i>Punctuation</i></p> <ul style="list-style-type: none"> <li>• recognize and use punctuation marks including:               <ul style="list-style-type: none"> <li>(i) commas in compound sentences;</li> <li>(ii) proper punctuation and spacing for quotations; and</li> <li>(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)</li> </ul> </li> <li>• recognize and use punctuation marks including:               <ul style="list-style-type: none"> <li>(i) commas in compound sentences; and</li> <li>(ii) proper punctuation and spacing for quotations</li> </ul> </li> <li>• recognize and use punctuation marks including:               <ul style="list-style-type: none"> <li>(i) commas in compound sentences; and</li> <li>(ii) quotation marks</li> </ul> </li> <li>• recognize and use punctuation marks including:               <ul style="list-style-type: none"> <li>(i) apostrophes in contractions and possessives; and</li> <li>(ii) commas in series and dates</li> </ul> </li> <li>• recognize and use punctuation marks, including:               <ul style="list-style-type: none"> <li>(i) ending punctuation in sentences;</li> <li>(ii) apostrophes and contractions; and</li> <li>(iii) apostrophes and possessives</li> </ul> </li> <li>• recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences</li> <li>• use punctuation at the end of a sentence</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

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<p><b>(7.21) [Oral and] Written Conventions/Spelling.</b> Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. The student is expected to</p> <p>(A) spell correctly, including using various resources to determine and check correct spellings. Readiness Standard</p>	<p>Edits spelling using various resources.</p>
<b>7.21 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
7.21	<ul style="list-style-type: none"> <li>• know how to use the spell-check function in word processing while understanding its limitations</li> <li>• differentiate between commonly confused terms (e.g., its, it's; affect, effect)</li> <li>• spell words with:             <ul style="list-style-type: none"> <li>(i) Greek Roots (e.g., tele, photo, graph, meter);</li> <li>(ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);</li> <li>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</li> <li>(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence)</li> </ul> </li> <li>• spell words with more advanced orthographic patterns and rules:             <ul style="list-style-type: none"> <li>(i) consonant changes (e.g., / t/ to/ sh/ in select, selection; / k/ to/ sh/ in music, musician);</li> <li>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and</li> <li>(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation)</li> </ul> </li> <li>• use spelling patterns and rules and print and electronic resources to determine and check correct spellings</li> <li>• spell commonly used homophones (e.g., there, they're, their; two, too, to)</li> <li>• spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-)</li> <li>• spell words with more advanced orthographic patterns and rules:             <ul style="list-style-type: none"> <li>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);</li> <li>(ii) irregular plurals (e.g., man/ men, foot/ feet, child/ children);</li> <li>(iii) double consonants in middle of words;</li> <li>(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and</li> <li>(v) silent letters (e.g., knee, wring)</li> </ul> </li> <li>• use print and electronic resources to find and check correct spellings</li> <li>• spell complex contractions (e.g., should've, won't)</li> </ul>

*Continued*

7.21	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• spell single syllable homophones (e.g., bear/ bare; week/ weak; road/ rode)</li> <li>• spell words with common syllable constructions (e.g., closed, open, final stable syllable)</li> <li>• spell high-frequency and compound words from a commonly used list</li> <li>• spell words with more advanced orthographic patterns and rules:             <ul style="list-style-type: none"> <li>(i) consonant doubling when adding an ending;</li> <li>(ii) dropping final "e" when endings are added (e.g., -ing, -ed);</li> <li>(iii) changing y to i before adding an ending;</li> <li>(iv) double consonants in middle of words;</li> <li>(v) complex consonants (e.g., scr-, -dge, -tch); and</li> <li>(vi) abstract vowels (e.g., ou as in could, touch, through, bought)</li> </ul> </li> <li>• use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell</li> <li>• spell simple contractions (e.g., isn't, aren't, can't)</li> <li>• spell base words with inflectional endings (e.g., -ing and -ed)</li> <li>• spell words with common orthographic patterns and rules:             <ul style="list-style-type: none"> <li>(i) complex consonants (e.g., hard and soft c and g, ck);</li> <li>(ii) r-controlled vowels;</li> <li>(iii) long vowels (e.g., VCe-hope); and</li> <li>(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)</li> </ul> </li> <li>• use phonological knowledge to match sounds to letters to construct unknown words</li> <li>• use resources to find correct spellings</li> <li>• spell high-frequency words from a commonly used list</li> <li>• spell base words with inflectional endings (e.g., adding "s" to make words plurals)</li> <li>• use letter-sound patterns to spell:             <ul style="list-style-type: none"> <li>(i) consonant-vowel-consonant (CVC) words;</li> <li>(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and</li> <li>(iii) one-syllable words with consonant blends (e.g., "drop")</li> </ul> </li> <li>• use phonological knowledge to match sounds to letters to construct known words</li> <li>• write one's own name</li> <li>• use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")</li> <li>• use phonological knowledge to match sounds to letters</li> </ul> <p><b>Independently conveys meaning skills</b></p> <ul style="list-style-type: none"> <li>• write own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters</li> </ul> <p><b>Speech production skills</b></p> <ul style="list-style-type: none"> <li>• perceive differences between similar sounding words</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.