



# **Grade 4 Writing Assessment**

**2019-2020 and 2020-2021**

**Eligible Texas Essential  
Knowledge and Skills**

# STAAR Grade 4 Writing Assessment

## Reporting Category 1: Composition

The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.

2017 Student Expectation	2009 Student Expectation
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li><b>(i)</b> organizing with purposeful structure, including an introduction, transitions, and a conclusion.</li> <li><b>(ii)</b> developing an engaging idea with relevant details.</li> </ul>	<p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(B)</b> develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to develop and organize ideas in a written composition.</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(C)</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p>	<p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(C)</b> revise drafts for coherence, organization, use of simple and compound sentences, and audience.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both focus on revising writing by improving coherence through the appropriate use of words and sentences.</p>	

<b>2017 Student Expectation</b>	<b>2009 Student Expectation</b>
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions.</p>	<p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric].</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards require the student to edit drafts for grammar, mechanics, and spelling.</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li><b>(i)</b> organizing with purposeful structure, including an introduction, transitions, and a conclusion.</li> <li><b>(ii)</b> developing an engaging idea with relevant details.</li> </ul> <p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(B)</b> compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p>	<p><b>(18) 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. Students are expected to:</p> <p><b>(A)</b> create brief compositions that</p> <ul style="list-style-type: none"> <li><b>(i)</b> establish a central idea in a topic sentence.</li> <li><b>(ii)</b> include supporting sentences with simple facts, details, and explanations.</li> <li><b>(iii)</b> contain a concluding statement.</li> </ul> <p><b>Readiness Standards</b></p>
<p><b>Notes:</b> The above standards align because both require students to compose informational texts using genre characteristics and craft. Student expectations 18.A.i-18.A.iii are subsumed in student expectations 11.B.i and 11.B.ii.</p>	

## Reporting Category 2: Revision

The student will demonstrate an ability to revise a variety of written texts.

2017 Student Expectation	2009 Student Expectation
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li><b>(i)</b> organizing with purposeful structure, including an introduction, transitions, and a conclusion.</li> <li><b>(ii)</b> developing an engaging idea with relevant details.</li> </ul> <p><b>(C)</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p>	<p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(C)</b> revise drafts for coherence, organization, use of simple and compound sentences, and audience.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both focus on revising text by improving its structure and coherence.</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> <li><b>(i)</b> organizing with purposeful structure, including an introduction, transitions, and a conclusion.</li> <li><b>(ii)</b> developing an engaging idea with relevant details.</li> </ul>	<p><b>(18) 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. Students are expected to:</p> <ul style="list-style-type: none"> <li><b>(A)</b> create brief compositions that <ul style="list-style-type: none"> <li><b>(i)</b> establish a central idea in a topic sentence.</li> <li><b>(ii)</b> include supporting sentences with simple facts, details, and explanations.</li> <li><b>(iii)</b> contain a concluding statement.</li> </ul> </li> </ul> <p><b>Supporting Standards</b></p>
<p><b>Notes:</b> The above standards align because both require students to revise texts using genre characteristics and craft. Student expectations 18.A.i-18.A.iii are subsumed in student expectations 11.B.i and 11.B.ii.</p>	

## Reporting Category 3: Editing

The student will demonstrate an ability to edit a variety of texts.

2017 Student Expectation	2009 Student Expectation
<p><b>(2)</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(i)</b> spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p><b>(ii)</b> spelling homophones.</p> <p><b>(iii)</b> spelling multisyllabic words with multiple sound-spelling patterns.</p> <p><b>(iv)</b> spelling words using advanced knowledge of syllable division patterns.</p> <p><b>(v)</b> spelling words using knowledge of prefixes.</p> <p><b>(vi)</b> spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(i)</b> complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p><b>(ii)</b> past tense of irregular verbs.</p> <p><b>(iii)</b> singular, plural, common, and proper nouns.</p> <p><b>(iv)</b> adjectives, including their comparative and superlative forms.</p>	<p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric].</p> <p><b>Readiness Standard</b></p>

2017 Student Expectation	2009 Student Expectation
<p>(v) adverbs that convey frequency and adverbs that convey degree.</p> <p>(vi) prepositions and prepositional phrases.</p> <p>(vii) pronouns, including reflexive.</p> <p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.</p> <p>(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p>	
<p><b>Notes:</b> The above standards require the student to edit for grammar, mechanics, and spelling. Although the 2017 standards provide for more specificity, the underlying skills are the same.</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(ii) past tense of irregular verbs.</p>	<p><b>(20) [Oral and] Written Conventions/Conventions.</b> 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. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>Readiness Standard</b></p> <p>(i) verbs (irregular verbs).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on editing for irregular verbs.</p>	

2017 Student Expectation	2009 Student Expectation
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(iii)</b> singular, plural, common, and proper nouns.</p>	<p><b>(20) [Oral and] Written Conventions/Conventions.</b> 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. Students are expected to:</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>Readiness Standard</b></p> <p><b>(ii)</b> nouns (singular/plural, common/proper).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both require the student to edit for the use of nouns.</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(iv)</b> adjectives, including their comparative and superlative forms.</p>	<p><b>(20) [Oral and] Written Conventions/Conventions.</b> 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. Students are expected to:</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>Readiness Standard</b></p> <p><b>(iii)</b> adjectives (e.g., descriptive, including purpose: <i>sleeping bag, frying pan</i>) and their comparative and superlative forms (e.g., <i>fast, faster, fastest</i>).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on editing for adjectives, including comparative and superlative forms.</p>	

2017 Student Expectation	2009 Student Expectation
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(v)</b> adverbs that convey frequency and adverbs that convey degree.</p>	<p><b>(20) [Oral and] Written Conventions/Conventions.</b> 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. Students are expected to:</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>Readiness Standard</b></p> <p><b>(iv)</b> adverbs (e.g., frequency: <i>usually, sometimes</i>; intensity: <i>almost, a lot</i>).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both focus on editing for adverbs that convey frequency or degree.</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(vi)</b> prepositions and prepositional phrases.</p>	<p><b>(20) [Oral and] Written Conventions/Conventions.</b> 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. Students are expected to:</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>Readiness Standard</b></p> <p><b>(v)</b> prepositions and prepositional phrases to convey location, time, direction, or to provide details.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both require students to edit for prepositions and prepositional phrases.</p>	



2017 Student Expectation	2009 Student Expectation
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(vii)</b> pronouns, including reflexive.</p>	<p><b>(20) [Oral and] Written Conventions/Conventions.</b> 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. Students are expected to:</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>Readiness Standard</b></p> <p><b>(vi)</b> reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on editing for reflexive pronouns.</p>	
<p><b>None</b></p>	<p><b>(20) [Oral and] Written Conventions/Conventions.</b> 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. Students are expected to:</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>Readiness Standard</b></p> <p><b>(vii)</b> correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	

2017 Student Expectation	2009 Student Expectation
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing by:</p> <p><b>(i)</b> organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p>	<p><b>(20) [Oral and] Written Conventions/Conventions.</b> 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. Students are expected to:</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>Readiness Standard</b></p> <p><b>(viii)</b> use time-order transition words and transitions that indicate a conclusion.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both focus on editing texts for the correct use of transitions.</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(i)</b> complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p>	<p><b>(20) [Oral and] Written Conventions/Conventions.</b> 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. Students are expected to:</p> <p><b>(B)</b> use the complete subject and the complete predicate in a sentence.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to edit for the use of complete sentences.</p>	

2017 Student Expectation	2009 Student Expectation
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(i)</b> complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p>	<p><b>(20) [Oral and] Written Conventions/Conventions.</b> 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. Students are expected to:</p> <p><b>(C)</b> use complete simple and compound sentences with correct subject-verb agreement.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on using complete simple and compound sentences.</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(ix)</b> capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.</p>	<p><b>(21) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(B)</b> use capitalization for</p> <p><b>Readiness Standard</b></p> <p><b>(i)</b> historical events and documents.</p> <p><b>(ii)</b> titles of books, stories, and essays.</p> <p><b>(iii)</b> languages, races, and nationalities.</p> <p><b>Supporting Standards</b></p>
<p><b>Notes:</b> The above standards are aligned because both focus on editing for correct capitalization.</p>	

2017 Student Expectation	2009 Student Expectation
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(x)</b> punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</p>	<p><b>(21) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(C)</b> recognize and use punctuation marks, including:</p> <p><b>Readiness Standard</b></p> <p><b>(i)</b> commas in compound sentences.</p> <p><b>(ii)</b> quotation marks.</p> <p><b>Supporting Standards</b></p>
<p><b>Notes:</b> The above standards align because both focus on editing for punctuation marks, including commas and quotation marks. Note that editing for the use of apostrophes would not be eligible for assessment during the transition years.</p>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(xi)</b> correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p>	<p><b>(22) [Oral and] Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(A)</b> spell words with more advanced orthographic patterns and rules, including:</p> <p><b>Readiness Standard</b></p> <p><b>(i)</b> plural rules (e.g., words ending in <i>f</i> as in <i>leaf, leaves</i>; adding <i>-es</i>).</p> <p><b>(ii)</b> irregular plurals (e.g., <i>man/men, foot/feet, child/children</i>).</p> <p><b>Supporting Standards</b></p>
<p><b>Notes:</b> The above standards require students to spell words with orthographic patterns and rules.</p>	

2017 Student Expectation	2009 Student Expectation
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li><b>(v)</b> spelling words using knowledge of prefixes.</li> <li><b>(vi)</b> spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</li> </ul>	<p><b>(22) [Oral and] Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(B)</b> spell base words and roots with affixes (e.g., <i>-ion, -ment, -ly, dis-, pre-</i>).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because they require students to spell using knowledge of affixes.</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li><b>(ii)</b> spelling homophones.</li> </ul>	<p><b>(22) [Oral and] Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(C)</b> spell commonly used homophones (e.g., <i>there, they're, their; two, too, to</i>).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because they require students to spell homophones.</p>	

2017 Student Expectation	2009 Student Expectation
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(xi)</b> correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p>	<p><b>(22) [Oral and] Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(D)</b> use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings.</p> <p><b><i>Supporting Standard</i></b></p>
<p><b>Notes:</b> The above standards align because both focus on using patterns and rules to spell.</p>	