

Reporting Category*	Readiness Standards	Supporting Standards
1 Composition	3.17.B develop drafts by categorizing ideas and organizing them into paragraphs* 3.19.A write about important personal experiences* 3.20.A create brief compositions that: (i) establish a central idea in a topic sentence* (ii) include supporting sentences with simple facts details and explanations* (iii) contain a concluding statement*	3.18.A write imaginative stories that build the plot to a climax and contain details about the characters and setting 3.18.B write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse) 3.20.B write letters whose language is tailored to audience and purpose (e.g., thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing) 3.20.C write responses to literary or expository texts and provide evidence from the text to demonstrate understanding 3.21.A write persuasive essays for appropriate audiences that establish a position and use supporting details 3.23.A write legibly in cursive script with spacing between words in a sentence
2 Revision	3.17.C revise drafts for coherence, organization, use of simple and compound sentences, and audience	
3 Editing	3.17.D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric* 3.22.B use the complete subject and the complete predicate in a sentence* 3.22.C use complete simple and compound sentences with correct subject-verb agreement* 3.24.A use knowledge of letters sounds, word parts, word segmentation, and syllabication to spell* 3.24.C spell high frequency and compound words from a commonly used list* 3.24.G use print and electronic resources to find and check correct spellings	3.22.A use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]* (i) verbs (past, present, 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)* (viii) time-order transition words and transitions that indicate a conclusion* 3.23.B use capitalization for* (i) geographical names and places* (ii) historical periods* (iii) official titles of people* 3.23.C recognize and use punctuation marks* (i) apostrophes in contractions and possessives* (ii) commas in a series and dates* (iii) use correct mechanics including paragraph indentions* 3.24.B spell words with more advanced orthographic patterns and rules* (i) consonant doubling when adding and 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)* (vi) abstract vowels (e.g., ou as in could, touch, through, bought)* 3.24.D spell words with common syllable constructions (e.g., closed, open, final stable syllable)* 3.24.E spell simple syllable homophones (e.g., bear/bare; week/weak; road/rode)* 3.24.F spell complex contractions (e.g., should've, won't)*

Genres					
Literary			Informational		
• Fiction	• Poetry	• Literary Nonfiction	• Expository	• Procedural	• Persuasive

Writing Processes	
3.17.A	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)
3.17.E	publish written work for a specific audience

\* = Aligned with STAAR Assessed Curriculum

**NOTE:** The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.