

Writing Process	<p>3.17(B) develop drafts by categorizing ideas and organizing them into paragraphs</p> <p>3.17(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience</p> <p>3.17(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p>
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Reporting Category*	Readiness Standards	Supporting Standards
1 Composition	<p>3.17(B)* develop drafts by categorizing ideas and organizing them into paragraphs</p> <p>3.19(A)* write about important personal experiences</p> <p>3.20(A)* create brief compositions that:</p> <p style="margin-left: 20px;">(i)* establish a central idea in a topic sentence</p> <p style="margin-left: 20px;">(ii)* include supporting sentences with simple facts details and explanations</p> <p style="margin-left: 20px;">(iii)* contain a concluding statement</p>	<p>3.18(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting</p> <p>3.18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)</p> <p>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)</p> <p>3.20(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding</p> <p>3.21(A) write persuasive essays for appropriate audiences that establish a position and use supporting details</p> <p>3.23(A) write legibly in cursive script with spacing between words in a sentence</p>
2 Revision	<p>3.17(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience</p>	
3 Editing	<p>3.17(D)* edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>3.22(B)* use the complete subject and the complete predicate in a sentence</p> <p>3.22(C)* use complete simple and compound sentences with correct subject-verb agreement</p> <p>3.24(A)* use knowledge of letters sounds, word parts, word segmentation, and syllabication to spell</p> <p>3.24(C)* spell high frequency and compound words from a commonly used list</p> <p>3.24(G) use print and electronic resources to find and check correct spellings</p>	<p>3.22(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]</p> <p style="margin-left: 20px;">(i)* verbs (past, present, future)</p> <p style="margin-left: 20px;">(ii)* nouns (singular/plural, common/proper)</p> <p style="margin-left: 20px;">(iii)* adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)</p> <p style="margin-left: 20px;">(iv)* adverbs (e.g., time: before, next; manner: carefully, beautifully)</p> <p style="margin-left: 20px;">(v)* prepositions and prepositional phrases</p> <p style="margin-left: 20px;">(vi)* possessive pronouns (e.g., his, hers, theirs)</p> <p style="margin-left: 20px;">(vii)* coordinating conjunctions (e.g., and, or, but)</p> <p style="margin-left: 20px;">(viii)* time-order transition words and transitions that indicate a conclusion</p> <p>3.23(B)* use capitalization for</p> <p style="margin-left: 20px;">(i)* geographical names and places</p> <p style="margin-left: 20px;">(ii)* historical periods</p> <p style="margin-left: 20px;">(iii)* official titles of people</p> <p>3.23(C)* recognize and use punctuation marks</p> <p style="margin-left: 20px;">(i)* apostrophes in contractions and possessives</p> <p style="margin-left: 20px;">(ii)* commas in a series and dates</p> <p style="margin-left: 20px;">(iii)* use correct mechanics including paragraph indentions</p> <p>3.24(B)* spell words with more advanced orthographic patterns and rules</p> <p style="margin-left: 20px;">(i)* consonant doubling when adding and ending</p> <p style="margin-left: 20px;">(ii)* dropping final "e" when endings are added (e.g., -ing, -ed)</p> <p style="margin-left: 20px;">(iii)* changing y to i before adding an ending</p> <p style="margin-left: 20px;">(iv)* double consonants in middle of words</p> <p style="margin-left: 20px;">(v)* complex consonants (e.g., scr-, -dge, -tch)</p> <p style="margin-left: 20px;">(vi)* abstract vowels (e.g., ou as in could, touch, through, bought)</p> <p>3.24(D)* spell words with common syllable constructions (e.g., closed, open, final stable syllable)</p> <p>3.24(E)* spell simple syllable homophones (e.g., bear/bare; week/weak; road/rode)</p> <p>3.24(F)* spell complex contractions (e.g., should've, won't)</p>

Genres	
<p>Literary</p> <ul style="list-style-type: none"> Fiction Poetry Literary Nonfiction 	<p>Informational</p> <ul style="list-style-type: none"> Expository Procedural Persuasive

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