

Reporting Category*	Readiness Standards	Supporting Standards
1 Composition	<p>5.1.5B 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*</p> <p>5.17.A write a personal narrative that conveys thoughts and feelings about an experience*</p> <p>5.18.A create multi paragraph essays to convey information about the topic that:*</p> <ul style="list-style-type: none"> (i) presents 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* (iv) use a variety of sentence structures and transitions to link paragraphs* 	<p>5.16.A write imaginative stories that include:</p> <ul style="list-style-type: none"> (i) a clearly defined focus, plot, and point of view (ii) a specific, believable setting through the use of sensory details (iii) dialogue that develops the story <p>5.16.B write poems using:</p> <ul style="list-style-type: none"> (i) poetic techniques (e.g., alliteration, onomatopoeia) (ii) figurative language (e.g., simile, metaphor) (iii) graphic elements (e.g., capital letters, line length) <p>5.18.B 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)</p> <p>5.18.C write responses to literary and expository texts and provide evidence from the text to demonstrate understanding</p> <p>5.19.A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives</p>
2 Revision	<p>5.15.C 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*</p>	
3 Editing	<p>5.15.D edit drafts for grammar, mechanics, and spelling*</p> <p>5.20.B use the complete subject and the complete predicate in a sentence*</p> <p>5.20.C use complete simple and compound sentences with correct subject-verb agreement*</p> <p>5.22.D use spelling pattern and rules and print and electronic resources to determine and check correct spellings</p> <p>5.22.E know how to use the spell-check function in word processing while understanding its limitations</p>	<p>5.20.A use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]*</p> <ul style="list-style-type: none"> (i) verbs (irregular verbs and active voice)* (ii) collective nouns (e.g., public, class)* (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, it)* (viii) transitional words (also, therefore)* <p>5.21.A use capitalization for*</p> <ul style="list-style-type: none"> (i) abbreviations* (ii) initials and acronyms* (iii) organizations* <p>5.21.B recognize and use punctuation marks*</p> <ul style="list-style-type: none"> (i) commas in compound sentences* (ii) proper punctuation and spacing for quotations* <p>5.21.C use proper mechanics including italics and underlining for titles and emphasis*</p> <p>5.22.A spell words with more advanced orthographic patterns and rules*</p> <ul style="list-style-type: none"> (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)* (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation)* <p>5.22.B spell words with:*</p> <ul style="list-style-type: none"> (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., -ol-ogy, -phobia, -ism, -ist) (iv) Latin derived suffixes (e.g., -able, -ible, -ance, -ence) <p>5.22.C differentiate between commonly confused terms (e.g., its, it's; effect, affect)*</p>

Genres					
Literary			Informational		
• Fiction	• Poetry	• Personal Narrative	• Expository	• Procedural	• Persuasive

Writing Processes	
5.15.A	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., discussions, background reading, personal interests, interviews), and developing a thesis or controlling idea
5.15.E	revise final draft in response to feedback from peers and teacher and publish written work for appropriate 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.