TEKS Curriculum Framework for STAAR Alternate

Grade 7 Writing

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STAAR Reporting Category 1—Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(7.14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to (B) 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; Readiness Standard (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 (D) edit drafts for grammar, mechanics, and spelling. Readiness Standard	Uses the writing process to develop text.

7.14	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences • edit drafts for grammar, mechanics, and spelling • 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 • 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., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea • 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 • revise final draft in response to feedback from peers and teacher and publish written work for a specific audience • edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric

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7.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	• revise drafts for coherence, organization, use of simple and compound sentences, and audience • develop drafts by categorizing ideas and organizing them into paragraphs • 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) • publish written work for a specific audience • revise drafts by adding or deleting words, phrases, or sentences • publish and share writing with others • edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric • develop drafts by sequencing ideas through writing sentences • plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas • revise drafts by adding or deleting a word, phrase, or sentence • share writing with others • edit drafts by leaving spaces between letters and words • revise drafts by adding details or sentences • develop drafts by sequencing the action or details in the story • plan a first draft by generating ideas for writing through class discussion **Independently conveys meaning skills** • use letters or symbols to make words or parts of words **Motivation to write skills** • use scribbles/ writing to convey meaning **Research/research plan*** • generate a research plan for gathering relevant information about the major research question • brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest • generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format

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7.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	• record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes • differentiate between primary and secondary sources • follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources • identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer • follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • evaluate the relevance and reliability of sources for the research • refine the major research question, if necessary, guided by the answers to a secondary set of questions • evaluate the relevance, validity, and reliability of sources for the research • improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format

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7.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	• synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

*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.

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STAAR Reporting Category 1—Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(7.16) Writing. Students write about their own experiences. The student is expected to (A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/ or consequences. Readiness Standard	Creates a personal narrative.

7.16	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/ or consequences • write a personal narrative that conveys thoughts and feelings about an experience • write about important personal experiences **Technology and devices skills** • use software applications to create and express own ideas

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

STAAR Reporting Category 1—Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(7.17) Writing/Expository [and Procedural] Texts. 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 (A) write a multi-paragraph essay to convey information about a topic Readiness Standard that (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.	Creates an expository text for a specific purpose and audience.

7.17	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• produce a multimedia presentation involving text and graphics using available technology • write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) • create multi-paragraph essays to convey information about the topic that: (i) present 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; and (iv) use a variety of sentence structures and transitions to link paragraphs • 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) • write responses to literary or expository texts and provide evidence from the text to demonstrate understanding • 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)

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7.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	• create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement • write responses to literary or expository texts that demonstrate an understanding of the text • write brief comments on literary or informational texts • write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) • write brief compositions about topics of interest to the student • dictate or write information for lists, captions, or invitations **Research/research plan*** • generate a research plan for gathering relevant information about the major research question • brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest • generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format • record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes • differentiate between primary and secondary sources • follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources • identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer

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7.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	• follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • evaluate the relevance and reliability of sources for the research • refine the major research question, if necessary, guided by the answers to a secondary set of questions • evaluate the relevance, validity, and reliability of sources for the research • improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format • synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

*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.

STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(7.14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to (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	Revises text using appropriate word choice.

7.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	• revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences • edit drafts for grammar, mechanics, and spelling • 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 • 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., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea • 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 • revise final draft in response to feedback from peers and teacher and publish written work for a specific audience • edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric • revise drafts for coherence, organization, use of simple and compound sentences, and audience • develop drafts by categorizing ideas and organizing them into paragraphs • 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) • publish written work for a specific audience • revise drafts by adding or deleting words, phrases, or sentences • publish and share writing with others • edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric

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7.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	• develop drafts by sequencing ideas through writing sentences • plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) • revise drafts by adding or deleting a word, phrase, or sentence • share writing with others • edit drafts by leaving spaces between letters and words • revise drafts by adding details or sentences • develop drafts by sequencing the action or details in the story • plan a first draft by generating ideas for writing through class discussion **Independently conveys meaning skills** • use letters or symbols to make words or parts of words **Motivation to write skills** • use scribbles/ writing to convey meaning **Research/research plan*** • generate a research plan for gathering relevant information about the major research question • brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest • generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format • record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes • differentiate between primary and secondary sources • follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources

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7.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer • follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • evaluate the relevance and reliability of sources for the research • refine the major research question, if necessary, guided by the answers to a secondary set of questions • evaluate the relevance, validity, and reliability of sources for the research • improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format • synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

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

STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(7.17) Writing/Expository [and Procedural] Texts. 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 (A) write a multi-paragraph essay to convey information about a topic that (i) presents effective introductions and concluding paragraphs; Supporting Standard (ii) contains a clearly stated purpose or controlling idea; Supporting Standard (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; Supporting Standard (iv) accurately synthesizes ideas from several sources; Supporting Standard (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs. Supporting Standard	Revises an expository text.

7.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	• produce a multimedia presentation involving text and graphics using available technology • write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) • create multi-paragraph essays to convey information about the topic that: (i) present 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; and (iv) use a variety of sentence structures and transitions to link paragraphs • 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) • write responses to literary or expository texts and provide evidence from the text to demonstrate understanding • 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)

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7.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	• create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement • write responses to literary or expository texts that demonstrate an understanding of the text • write brief comments on literary or informational texts • write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) • write brief compositions about topics of interest to the student • dictate or write information for lists, captions, or invitations **Research/research plan*** • generate a research plan for gathering relevant information about the major research question • brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest • generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format • record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes • differentiate between primary and secondary sources • follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources • identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer

Continued

7.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	• follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • evaluate the relevance and reliability of sources for the research • refine the major research question, if necessary, guided by the answers to a secondary set of questions • evaluate the relevance, validity, and reliability of sources for the research • improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format • synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

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

STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(7.18) Writing/Persuasive Texts. 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 (A) establishes a clear thesis or position; Supporting Standard (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion. Supporting Standard	Revises persuasive text.

7.18	Prerequisite Skills/Links to TEKS Vertical Alignment
	• write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives • write persuasive essays for appropriate audiences that establish a position and use supporting details • write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community **Research/research plan*** • generate a research plan for gathering relevant information about the major research question • brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest • generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format

Continued

7.18	Prerequisite Skills/Links to TEKS Vertical Alignment
	• record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes • differentiate between primary and secondary sources • follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources • identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer • follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate (3–4) • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) (3) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • evaluate the relevance and reliability of sources for the research • refine the major research question, if necessary, guided by the answers to a secondary set of questions • evaluate the relevance, validity, and reliability of sources for the research • improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format

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7.18	Prerequisite Skills/Links to TEKS Vertical Alignment
	• synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

*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.

STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(7.14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to (D) edit drafts for grammar, mechanics, and spelling. Readiness Standard	Edits text using correct grammar, mechanics, and spelling.

7.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	• revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences • edit drafts for grammar, mechanics, and spelling • 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 • 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., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea • 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 • revise final draft in response to feedback from peers and teacher and publish written work for a specific audience • edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric • revise drafts for coherence, organization, use of simple and compound sentences, and audience • develop drafts by categorizing ideas and organizing them into paragraphs • 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) • publish written work for a specific audience • revise drafts by adding or deleting words, phrases, or sentences • publish and share writing with others • edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric • develop drafts by sequencing ideas through writing sentences • plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) • revise drafts by adding or deleting a word, phrase, or sentence

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7.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	• share writing with others • edit drafts by leaving spaces between letters and words • revise drafts by adding details or sentences • develop drafts by sequencing the action or details in the story • plan a first draft by generating ideas for writing through class discussion **Independently conveys meaning skills** • use letters or symbols to make words or parts of words **Motivation to write skills** • use scribbles/ writing to convey meaning

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

STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(7.19) [Oral and] Written Conventions/Conventions. 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 (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: Readiness Standard (i) verbs (perfect and progressive tenses) and participles; Supporting Standard (ii) appositive phrases; Supporting Standard (iii) adverbial and adjectival phrases and clauses; Supporting Standard (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); Supporting Standard (v) prepositions and prepositional phrases and their influence on subject-verb agreement; Supporting Standard (vi) relative pronouns (e.g., whose, that, which); Supporting Standard (vii) subordinating conjunctions (e.g., because, since); and Supporting Standard (viii) transitions for sentence to sentence or paragraph to paragraph coherence; Supporting Standard (B) write complex sentences and differentiate between main versus subordinate clauses; Supporting Standard (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. Readiness Standard	Edits text for correct word usage and variance in sentence patterns.

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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

Continued

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
	• understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (i) past and future tenses when speaking; (ii) nouns (singular/ plural); (iii) descriptive words; (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and (v) pronouns (e.g., I, me) **Concepts about print skills** • use some appropriate writing conventions when writing or giving dictation **Sentences and structure skills** • combine sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning • combine more than one idea using complex sentences • use sentences with more than one phrase • use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement • use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order **Vocabulary skills** • use category labels to understand how the words/ objects relate to each other • use a wide variety of words to label and describe people, places, things, and actions

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

STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(7.20) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. The student is expected to (A) use conventions of capitalization; Readiness Standard (B) recognize and use punctuation marks Readiness Standard including: (i) commas after introductory words, phrases, and clauses; Supporting Standard (ii) semicolons, colons, and hyphens. Supporting Standard	Edits text for correct capitalization and punctuation.

7.20	Prerequisite Skills/Links to TEKS Vertical Alignment
	• use proper mechanics including italics and underlining for titles of books • recognize and use punctuation marks including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations; and (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements) • use capitalization for: (i) abbreviations; (ii) initials and acronyms; and (iii) organizations • use proper mechanics including italics and underlining for titles and emphasis • recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) proper punctuation and spacing for quotations • recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) quotation marks • use capitalization for: (i) historical events and documents; (ii) titles of books, stories, and essays; and (iii) languages, races, and nationalities

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7.20	Prerequisite Skills/Links to TEKS Vertical Alignment
	• write legibly by selecting cursive script or manuscript printing as appropriate • use correct mechanics including paragraph indentations • recognize and use punctuation marks including: (i) apostrophes in contractions and possessives; and (ii) commas in series and dates • use capitalization for: (i) geographical names and places; (ii) historical periods; and (iii) official titles of people • write legibly in cursive script with spacing between words in a sentence • recognize and use punctuation marks, including: (i) ending punctuation in sentences; (ii) apostrophes and contractions: and (iii) apostrophes and possessives • use capitalization for: (i) proper nouns; (ii) months and days of the week; and (iii) the salutation and closing of a letter • write legibly leaving appropriate margins for readability • recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences • recognize and use basic capitalization for: (i) the beginning of sentences; (ii) the pronoun "I"; and (iii) names of people • form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences • use punctuation at the end of a sentence • capitalize the first letter in a sentence • form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression) **Forms letters skills** • write some letters on request (not necessarily well-formed)

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

STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
(7.21) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. The student is expected to (A) spell correctly, including using various resources to determine and check correct spellings. Readiness Standard	Edits spelling using various resources.

7.21	Prerequisite Skills/Links to TEKS Vertical Alignment
	• know how to use the spell-check function in word processing while understanding its limitations • differentiate between commonly confused terms (e.g., its, it's; affect, effect) • spell words with: (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., -ology, -phobia, -ism, -ist); and (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence) • spell words with more advanced orthographic patterns and rules: (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); and (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation) • use spelling patterns and rules and print and electronic resources to determine and check correct spellings • spell commonly used homophones (e.g., there, they're, their; two, too, to) • spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-) • spell words with more advanced orthographic patterns and rules: (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es); (ii) irregular plurals (e.g., man/ men, foot/ feet, child/ children); (iii) double consonants in middle of words; (iv) other ways to spell sh (e.g., -sion, -tion, -cian); and (v) silent letters (e.g., knee, wring) • use print and electronic resources to find and check correct spellings • spell complex contractions (e.g., should've, won't)

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7.21	Prerequisite Skills/Links to TEKS Vertical Alignment
	• spell single syllable homophones (e.g., bear/ bare; week/ weak; road/ rode) • spell words with common syllable constructions (e.g., closed, open, final stable syllable) • spell high-frequency and compound words from a commonly used list • spell words with more advanced orthographic patterns and rules: (i) consonant doubling when adding an 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); and (vi) abstract vowels (e.g., ou as in could, touch, through, bought) • use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell • spell simple contractions (e.g., isn't, aren't, can't) • spell base words with inflectional endings (e.g., -ing and -ed) • spell words with common orthographic patterns and rules: (i) complex consonants (e.g., hard and soft c and g, ck); (ii) r-controlled vowels; (iii) long vowels (e.g., VCe-hope); and (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy) • use phonological knowledge to match sounds to letters to construct unknown words • use resources to find correct spellings • spell high-frequency words from a commonly used list • spell base words with inflectional endings (e.g., adding "s" to make words plurals) • use letter-sound patterns to spell: (i) consonant-vowel-consonant (CVC) words; (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and (iii) one-syllable words with consonant blends (e.g., "drop") • use phonological knowledge to match sounds to letters to construct known words • write one's own name • use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut") • use phonological knowledge to match sounds to letters **Independently conveys meaning skills** • write own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters **Speech production skills** • perceive differences between similar sounding words

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