

## Texas Essential Knowledge and Skills (TEKS) for Writing

### Penmanship/Capitalization/Punctuation

The student is expected to:	K	1	2	3	4	5	6	7	8	9	10	11	12
write his/her own name and other important words;	✓	✓											
write each letter of the alphabet, both capital and lowercase;	✓												
write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing;		✓											
use phonological knowledge to map sounds to letters to write messages;	✓	✓											
write messages that move left-to-right and top-to-bottom on the page;	✓	✓											
gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke;	✓												
gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture;		✓											
gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke and posture, and using correct letter formation, appropriate size, and spacing;			✓										
gain more proficient control of all aspects of penmanship;				✓									
write legibly by selecting cursive or manuscript as appropriate;					✓	✓	✓	✓	✓				
use word and letter spacing and margins to make messages readable;		✓	✓										
use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points; SLA*: use basic capitalization and punctuation rules in Spanish such as capitalizing names, first letters in sentences, and proper nouns / using periods, question marks, and exclamation points;		✓	✓										
			✓										

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**Penmanship/Capitalization/Punctuation (cont.)**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks;  SLA: use more complex capitalization and punctuation with increasing accuracy such as commas, hyphens, proper nouns, and abbreviations;			✓										
use capitalization and punctuation such as commas in a series, apostrophes in contractions such as <i>can't</i> and possessives such as <i>Robin's</i> , quotation marks, proper nouns, and abbreviations with increasing accuracy;  SLA: use capitalization and punctuation such as commas, hyphens, proper nouns, and abbreviations;				✓									
capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation;  SLA: capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series and in direct address, and <i>guión</i> (hyphen) and <i>raya</i> (for dialogue);					✓	✓							
capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation; and							✓	✓	✓				

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**Purpose**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
dictate messages such as news and stories for others to write;	✓	✓											
write labels, notes, and captions for illustrations, possessions, charts, and centers;	✓	✓											
write to record ideas and reflections;	✓	✓	✓	✓									
write to discover, develop, and refine ideas;		✓	✓	✓									
write to communicate with a variety of audiences;		✓	✓	✓									
write in different forms for different purposes including such as lists to record, letters to invite or thank, and stories or poems to entertain;		✓	✓	✓									
choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions;					✓	✓							
choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions;							✓	✓	✓				
choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs...								✓	✓				
write to express, discover, record, develop, reflect on ideas, and to problem solve;					✓	✓	✓	✓	✓				
write to influence such as to persuade, argue, and request;					✓	✓	✓	✓	✓				
write to inform such as to explain, describe, report, and narrate;					✓	✓	✓	✓	✓				
write to entertain i.e. compose humorous poems or short stories;					✓	✓	✓	✓	✓				
write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing, logical arguments with clearly related definitions, thesis and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;										✓			

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**Purpose (cont.)**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;											✓		
write in a various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resume;												✓	
write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;													✓
draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;													✓
exhibit an identifiable voice in personal narratives and in stories;					✓	✓							
select and use voice and style appropriate to audience and purpose;							✓	✓	✓				
write in a voice and style appropriate to audience and purpose;										✓	✓	✓	✓
use literary devices effectively such as suspense, dialogue, and figurative language;						✓	✓	✓	✓				
employ literary devices to enhance style and voice;													✓
employ precise language to communicate ideas clearly and concisely;													✓
produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording; and							✓	✓	✓				
organize ideas in writing to ensure coherence, logical progression, and support for ideas.										✓	✓	✓	✓

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**Writing Processes**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
generate ideas before writing for self-selected topics;	✓	✓											
generate ideas before writing on assigned tasks;	✓	✓											
generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts;			✓	✓									
generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs;					✓	✓	✓	✓	✓				
use prewriting strategies to generate ideas, develop voice, and plan;										✓	✓	✓	✓
develop drafts;		✓	✓	✓									
develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text;					✓	✓	✓	✓	✓				
develop drafts, both alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;										✓	✓	✓	
develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;													✓
use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;													✓
use varied sentence structure to express meanings and achieve desired effect;													✓
revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images;		✓	✓	✓									
revise selected drafts by adding, elaborating, deleting, combining, and rearranging text;					✓	✓	✓	✓	✓				
revise drafts for coherence, progression, and logical support of ideas;					✓	✓	✓	✓	✓				
revise drafts by rethinking content organization and style to better accomplish the task;													✓

\*When “SLA” follows the grade levels, it means the student expectation for Spanish language arts differs in some way from the one for English language arts. 5

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**Writing Processes (cont.)**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
use effective sequences and transitions to achieve coherence and meaning;													✓
edit for appropriate grammar, spelling, punctuation, and features of polished writing;			✓	✓									
edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice;					✓	✓	✓	✓	✓				
use available technology to compose text;	✓	✓	✓	✓									
use available technology for aspects of writing, including word processing, spell checking, and printing;			✓	✓									
use available technology to support aspects of creating, revising, editing, and publishing texts;					✓	✓	✓	✓	✓				
use technology for aspects of creating, revising, editing, and publishing texts;										✓	✓	✓	✓
demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and “publishing” them for audiences;			✓	✓									
refine selected pieces frequently to “publish” for general and specific audiences;					✓	✓	✓	✓	✓				
refine selected pieces frequently to publish for general and specific audiences;										✓	✓	✓	
refine selected pieces to publish for general and specific audiences;													✓
proofread his/her own writing and that of others;					✓	✓	✓	✓	✓				
proofread writing for appropriateness of organization, content, style, and conventions; and										✓	✓	✓	
select and use reference materials and resources as needed for writing, revising, and editing final drafts.					✓	✓	✓	✓	✓				

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**Spelling**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop);  SLA: write with more proficient spelling including using silent letters in syllables, dieresis marks, accents, verbs, <i>r/rr</i> , <i>y/ll</i> , <i>s/c/z</i> , <i>q/c/k</i> , <i>g/j</i> , <i>j/x</i> , <i>b/v</i> , <i>i/y</i> , <i>ch</i> , and <i>h</i> ;		✓	✓	✓									
SLA: write with more proficient spelling using silent letters in syllables, dieresis marks, written accents, and spelling patterns using <i>q/c/k</i> , <i>b/v</i> , <i>r/rr</i> , <i>y/ll</i> , <i>c/h/g</i> or <i>ch</i> , <i>g/j</i> , <i>j/x</i> , <i>i/y</i> , and <i>s/c/z</i> ;		✓	✓	✓									
write with more proficient spelling of inflectional endings such as plurals and verb tenses;		✓	✓										
write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final <i>e</i> when such endings as <i>-ing</i> , <i>-ed</i> , or <i>-able</i> are added;  SLA: write with more proficient spelling of inflectional endings, including verb tenses and plurals of words ending in <i>z</i> such as <i>lápiz-lápices</i> ;				✓									
				✓									
write with accurate spelling of roots such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i> , and prefixes such as <i>re-</i> and <i>un-</i> ;  SLA: write with accurate spelling roots such as <i>razón</i> , <i>feliz</i> , <i>leer</i> , or <i>entrar</i> ; inflections such as those that change tense or number; suffixes such as <i>-able</i> or <i>-mente</i> , and prefixes such as <i>re-</i> or <i>in-</i> ;					✓	✓	✓						
					✓	✓	✓						

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**Spelling (cont.)**

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spell derivatives correctly by applying the spellings of bases and affixes;								✓	✓				
write with more proficient use of orthographic patterns and rules such as <i>keep/cap</i> , <i>sack/book</i> , <i>out/cow</i> , consonant doubling, dropping e, and changing y to i;			✓										
SLA: write with more proficient use of orthographic patterns and rules such as <i>qu</i> together, use of <i>n</i> before <i>v</i> , <i>m</i> before <i>b</i> , <i>m</i> before <i>p</i> , and changing <i>z</i> to <i>c</i> when adding <i>-es</i> ;			✓	✓									
write with more proficient use of orthographic patterns and rules such as <i>oil/toy</i> , <i>match/speech</i> , <i>badge/cage</i> , consonant doubling, dropping e, and changing y to i;				✓									
write with more proficient spelling of contractions, compounds, and homonyms such as <i>hair/hare</i> and <i>bear/bare</i> ;				✓									
SLA: write with more proficient spelling of contractions, compounds, and homonyms such as <i>casar-cazar</i> and <i>cocer-coser</i> ;				✓									
spell single syllable words that have r-controlled vowels such as <i>burn</i> or <i>star</i> ; which have final consonants <i>f</i> , <i>l</i> , and <i>s</i> such as in <i>miss</i> , or <i>doll</i> ; and that have <i>ck</i> as the final consonants such as in <i>buck</i> ;		✓											
spell multisyllabic words using regularly spelled phonogram patterns;				✓									
spell frequently misspelled words correctly such as <i>their</i> , <i>they're</i> , and <i>there</i> ;								✓	✓				



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**Spelling (cont.)**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i> , and syllable boundary patterns;  SLA: write with accurate spelling of syllable constructions such as closed, open, <i>qu</i> together, using <i>n</i> before <i>v</i> , <i>m</i> before <i>b</i> , <i>m</i> before <i>p</i> , changing <i>z</i> to <i>c</i> when adding <i>-es</i> , and diphthongs;				✓	✓	✓	✓						
spell words ending in <i>-tion</i> and <i>-sion</i> such as <i>station</i> and <i>procession</i> ;				✓									
use resources to find correct spellings, synonyms, and replacement words;		✓	✓	✓									
use resources to find correct spellings;					✓	✓	✓	✓	✓				
understand the influence of other languages and cultures on the spelling of English words;  SLA: understand the influence of other languages and cultures on the spelling of Spanish words;							✓ ✓	✓	✓				
use conventional spelling of familiar words in final drafts;		✓											
spell accurately in final drafts; and  SLA: spelling accurately using accents and dieresis marks in final drafts.					✓ ✓	✓ ✓	✓ ✓	✓	✓				

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**Grammar/Usage**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
use nouns and verbs in sentences;		✓											
use singular and plural forms of regular nouns;			✓										
use singular and plural forms of regular nouns and adjust verbs for agreement;				✓									
use correct irregular plurals such as <i>sheep</i> ;				✓									
use regular and irregular plurals correctly;					✓	✓	✓						
compose complete sentences in written texts and use the appropriate end punctuation;		✓	✓										
compose elaborated sentences in written texts and use the appropriate end punctuation;				✓									
compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;										✓			
produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;										✓	✓	✓	✓
compose sentences with interesting, elaborated subjects;			✓	✓									
write in complete sentences, varying the types such as compound and complex to match meanings and purposes;					✓	✓							
write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses;							✓						
write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses;								✓	✓				
compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;										✓	✓	✓	✓
use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise;					✓	✓	✓	✓	✓				

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**Grammar/Usage (cont.)**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
use prepositional phrases to elaborate written ideas;					✓	✓	✓	✓	✓				
use conjunctions to connect ideas meaningfully;					✓	✓	✓	✓	✓				
write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> (4 <sup>th</sup> , 5 <sup>th</sup> ); <i>doesn't</i> (6 <sup>th</sup> , 8 <sup>th</sup> ); <i>won't</i> (7 <sup>th</sup> ); and possessives such as <i>Jan's</i> (4 <sup>th</sup> , 5 <sup>th</sup> ); <i>Maria's</i> (6 <sup>th</sup> ); <i>Smith's</i> (7 <sup>th</sup> ), and <i>Texas's</i> (8 <sup>th</sup> );					✓	✓	✓	✓	✓				
write with increasing accuracy when using objective case pronouns such as “Dan cooked for you and me.” (4 <sup>th</sup> ) or “Can you ride with my mom and me?” (5 <sup>th</sup> );					✓	✓							
write with increasing accuracy when using pronoun case such as “He and they joined him.” (6 <sup>th</sup> ) “She had the party.” (7 <sup>th</sup> ) “She stepped between them and us.” (8 <sup>th</sup> );							✓	✓	✓				
SLA: write with increasing accuracy when using direct and indirect object pronouns such as “José nos lo dijo.” (4th) “Gloria se las envió a Josefina.” (5th);					✓	✓							
SLA: write with increasing accuracy when using pronouns, including demonstrative pronouns such as “Aquél is el major.”;							✓						
edit writing toward standard grammar and usage including subject-verb agreement, pronoun agreement, including pronouns that agree in number, and appropriate verb tenses including to be in final drafts;			✓	✓									
SLA: edit writing in preparing for standard grammar and usage, including subject-verb agreement/conjugation, number and gender agreement, pronoun agreement, appropriate verb tenses, and articles;			✓	✓									
produce error-free writing in final draft;										✓	✓	✓	✓

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**Grammar/Usage (cont.)**

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employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech;  SLA: employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agreement/conjugation; gender and number agreement, and parts of speech;					✓	✓	✓	✓	✓				
demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;										✓	✓	✓	✓
use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive;  SLA: use verb tenses such as present, preterite, and future appropriately and consistently;  SLA: use verb tenses such as present, preterite, future, present perfect, past perfect, and future perfect appropriately and consistently;			✓	✓			✓	✓	✓				
use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).												✓	✓

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**Evaluation**

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identify the most effective features of a piece of writing using criteria generated by the teacher and class;		✓	✓	✓									
apply criteria to evaluate writing;					✓	✓	✓	✓	✓				
respond constructively to others' writing;		✓	✓	✓									
respond in constructive ways to others' writing;					✓	✓	✓	✓	✓				
determine how his/her own writing achieves its purposes;		✓	✓	✓									
evaluate how well his/her own writing achieves its purposes;					✓	✓	✓	✓	✓				
evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;													✓
evaluate writing for both mechanics and content;										✓	✓	✓	
use published pieces as models for writing;			✓	✓									
analyze published examples as models for writing;					✓	✓	✓	✓	✓				
analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing;													✓
review a collection of his/her own written work to monitor growth as a writer;			✓	✓									
review a collection of written work to determine its strengths and weaknesses and to set goals as a writer; and					✓	✓	✓	✓	✓				
accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer;													✓
respond productively to peer review of his/her own work;										✓	✓	✓	
analyze strategies that writers in different fields use to compose.													✓

\*When "SLA" follows the grade levels, it means the student expectation for Spanish language arts differs in some way from the one for English language arts. 13

**Effective Writing Instruction for Struggling Writers**

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### Inquiry/Research

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
record or dictate questions for investigating;	✓	✓											
write or dictate questions for investigating;			✓	✓									
frame questions to direct research;					✓	✓	✓	✓	✓				
use writing to formulate questions, refine topics, and clarify ideas;										✓	✓	✓	✓
use writing to discover, organize, and support what is known and what needs to be learned about a topic;										✓	✓	✓	
use writing to discover, record, review, and learn;													✓
record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas;	✓	✓	✓	✓									
organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;					✓	✓	✓	✓	✓				
use writing to organize and support what is known and what needs to be learned about a topic;													✓
take simple notes from relevant sources such as classroom guests, information books, and media sources;			✓	✓									
take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;					✓	✓	✓	✓	✓				
compile notes into outlines, reports, summaries, or other written efforts using available technology;			✓	✓									
summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines;					✓	✓	✓	✓	✓				
compile information from primary and secondary sources in systematic ways using available technology;										✓	✓	✓	✓
analyze strategies that writers in different fields use to compose;										✓	✓	✓	

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**Inquiry/Research (cont.)**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;													✓
link related information and ideas from a variety of sources;													✓
present information in various forms using available technology;					✓	✓	✓	✓	✓				
represent information in a variety of ways such as graphic, conceptual maps, and learning logs;										✓	✓	✓	
compile written ideas and representations into reports, summaries, or other formats and draw conclusions;										✓	✓	✓	✓
use writing as a study tool to clarify and remember information;										✓	✓	✓	
use writing as a tool for reflection, exploration, learning, problem solving, and personal growth;													✓
follow accepted formats for writing research, including documenting sources, and							✓	✓	✓				
evaluate his/her own research and raise new questions for further investigation.					✓	✓	✓	✓	✓				

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**Connections**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
collaborate with other writers to compose, organize, and revise various types of texts including letters, news, records, and forms;					✓	✓	✓	✓	✓				
correspond with peers or others via e-mail or conventional mail; and					✓	✓	✓	✓	✓				
identify challenges faced by published authors and strategies they use to compose various types of texts.								✓	✓				

**Analysis**

<b>The student is expected to:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
analyze strategies that writers in different fields use to compose;													✓
correspond with other writers electronically and in conventional ways;													✓
collaborate with other writers; and													✓
recognize how writers represent and reveal their cultures and traditions in texts.													✓