

	<b>Author's Purpose &amp; Craft</b>	<p><b>The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</b></p> <p>Students not only examine and understand a variety of elements of author's craft, such as figurative language, voice, and use of language, but they also learn to think about and apply these techniques to <b>their own writing</b> to achieve specific purposes. -TEA TEKS Guide</p>	
	<b>Inquiry &amp; Research</b>	<p><b>K-12:</b> use an appropriate mode of delivery, whether <b>written</b>, oral, or multimodal, to present results</p>	
	<b>Response</b>	<b>Composition</b>	
		<b>writing process</b>	<b>writing genres</b>
<b>K</b>	<p><i>B: provide an oral, pictorial, or <b>written</b> response to a text</i></p> <p><i>E: interact with sources in meaningful ways such as illustrating or <b>writing</b></i></p>	<p><i>B: <b>develop drafts</b> in oral, pictorial, or <b>written</b> form by organizing ideas</i></p> <p><i>C: <b>revise drafts</b> by adding details in pictures or words</i></p>	<p><i>A: dictate or <b>compose</b> literary texts, including personal narratives</i></p> <p><i>B: dictate or <b>compose</b> informational texts</i></p>
<b>1</b>	<p><i>B: <b>write</b> brief comments on literary or informational texts</i></p> <p><i>E: interact with sources in meaningful ways such as illustrating or <b>writing</b></i></p>	<p><i>B: <b>develop drafts</b> in oral, pictorial, or <b>written</b> form</i></p> <p><i>C: <b>revise drafts</b> by adding details in pictures or words</i></p>	<p><i>A: dictate or <b>compose</b> literary texts, including personal narratives and poetry</i></p> <p><i>B: dictate or <b>compose</b> informational texts, including procedural texts</i></p> <p><i>C: dictate or <b>compose</b> correspondence</i></p>
<b>2</b>	<p><i>B: <b>write</b> brief comments on literary and informational texts that demonstrate an understanding of the text</i></p> <p><i>E: interact with sources in meaningful ways such as illustrating or <b>writing</b></i></p>	<p><i>B: <b>develop drafts</b> into a focused piece of writing</i></p> <p><i>C: <b>revise drafts</b> by adding, deleting, or rearranging words, phrases, or sentences</i></p>	<p><i>A: <b>compose</b> literary texts, including personal narratives and poetry</i></p> <p><i>B: <b>compose</b> informational texts, including procedural texts and reports</i></p> <p><i>C: <b>compose</b> correspondence</i></p>

<p><b>3</b></p>	<p><b>B: write</b> a response to a literary or informational text that demonstrates understanding of a text</p> <p><b>E: interact</b> with sources in meaningful ways such as notetaking, annotating, <b>freewriting</b>, or illustrating</p>	<p><b>A: plan a first draft</b> by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, <b>freewriting</b>, and mapping</p> <p><b>B: develop drafts</b> into a focused, structured, and coherent piece of writing</p> <p>(i) organizing with purposeful structure, including an introduction and a conclusion</p> <p>(ii) developing an engaging idea with relevant details</p> <p><b>C: revise drafts</b> to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p>	<p><b>A: compose</b> literary texts, including personal narratives and poetry</p> <p><b>B: compose</b> informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</p> <p><b>C: compose</b> argumentative texts, including opinion essays</p> <p><b>D: compose</b> correspondence</p>
<p><b>4</b></p>	<p><b>B: write</b> a response to a literary or informational text that demonstrates understanding of a text</p> <p><b>E: interact</b> with sources in meaningful ways such as notetaking, annotating, <b>freewriting</b>, or illustrating</p>	<p><b>A: plan a first draft</b> by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, <b>freewriting</b>, and mapping</p> <p><b>B: develop drafts</b> into a focused, structured, and coherent piece of writing</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion</p> <p>(ii) developing an engaging idea with relevant details</p> <p><b>(C) revise drafts</b> to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p>	<p><b>A: compose</b> literary texts</p> <p><b>B: compose</b> informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</p> <p><b>C: compose</b> argumentative texts, including opinion essays</p> <p><b>D: compose</b> correspondence that requests information</p>

<p><b>5</b></p>	<p><i>B: <b>write</b> a response to a literary or informational text that demonstrates understanding of a text</i></p> <p><i>E: interact with sources in meaningful ways such as notetaking, annotating, <b>freewriting</b>, or illustrating</i></p>	<p><i>A: <b>plan a first draft</b> by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, <b>freewriting</b>, and mapping</i></p> <p><i>B: <b>develop drafts</b> into a focused, structured, and coherent piece of writing</i></p> <p><i>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion</i></p> <p><i>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</i></p> <p><i>C: <b>revise drafts</b> to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</i></p>	<p><i>A: <b>compose</b> literary texts</i></p> <p><i>B: <b>compose</b> informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</i></p> <p><i>C: <b>compose</b> argumentative texts, including opinion essays, using genre characteristics and craft</i></p> <p><i>D: <b>compose</b> correspondence that requests information</i></p>
<p><b>6</b></p>	<p><i>B: <b>write</b> responses that demonstrate understanding of texts, including comparing sources within and across genres</i></p> <p><i>E: interact with sources in meaningful ways such as notetaking, annotating, <b>freewriting</b>, or illustrating</i></p> <p><i>G: discuss and <b>write</b> about the explicit or implicit meanings of text</i></p> <p><i>H: respond orally or <b>in writing</b> with appropriate register, vocabulary, tone and voice</i></p>	<p><i>B: <b>develop drafts</b> into a focused, structured, and coherent piece of writing by:</i></p> <p><i>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion</i></p> <p><i>(ii) developing an engaging idea reflecting depth of thought with specific facts and details</i></p> <p><i>C: <b>revise drafts</b> for clarity, development, organization, style, word choice, and sentence variety</i></p>	<p><i>A: <b>compose</b> literary texts</i></p> <p><i>B: <b>compose</b> informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft</i></p> <p><i>C: <b>compose</b> multi-paragraph argumentative texts</i></p> <p><i>D: <b>compose</b> correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</i></p>

<p><b>7</b></p>	<p><i>B: <b>write</b> responses that demonstrate understanding of texts, including comparing sources within and across genres</i></p> <p><i>E: interact with sources in meaningful ways such as notetaking, annotating, <b>freewriting</b>, or illustrating</i></p> <p><i>G: discuss and <b>write</b> about the explicit or implicit meanings of text</i></p> <p><i>H: respond orally or <b>in writing</b> with appropriate register, vocabulary, tone and voice</i></p>	<p><i>B: <b>develop drafts</b> into a focused, structured, and coherent piece of writing by:</i></p> <p><i>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion</i></p> <p><i>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples</i></p> <p><i>C: <b>revise drafts</b> for clarity, development, organization, style, word choice, and sentence variety</i></p>	<p><i>A: <b>compose</b> literary texts</i></p> <p><i>B: <b>compose</b> informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft</i></p> <p><i>C: <b>compose</b> multi-paragraph argumentative texts</i></p> <p><i>D: <b>compose</b> correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</i></p>
<p><b>8</b></p>	<p><i>B: <b>write</b> responses that demonstrate understanding of texts, including comparing sources within and across genres</i></p> <p><i>E: interact with sources in meaningful ways such as notetaking, annotating, <b>freewriting</b>, or illustrating</i></p> <p><i>G: discuss and <b>write</b> about the explicit or implicit meanings of text</i></p> <p><i>H: respond orally or <b>in writing</b> with appropriate register, vocabulary, tone and voice</i></p>	<p><i>B: <b>develop drafts</b> into a focused, structured, and coherent piece of writing by:</i></p> <p><i>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion</i></p> <p><i>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples</i></p> <p><i>C: <b>revise drafts</b> for clarity, development, organization, style, word choice, and sentence variety</i></p>	<p><i>A: <b>compose</b> literary texts</i></p> <p><i>B: <b>compose</b> informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft</i></p> <p><i>C: <b>compose</b> multi-paragraph argumentative texts</i></p> <p><i>D: <b>compose</b> correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</i></p>