

Kindergarten Common Core & TEKS Crosswalk

Narrative Writing Standards

CCSS W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	TEKS K.11.A	dictate or compose literary texts, including personal narratives
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------	------------------------------------------------------------------

Informational Writing Standards

CCSS W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	TEKS K.11.B	dictate or compose informational texts
CCSS W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TEKS K.12.A	generate questions for formal and informal inquiry with adult assistance
		TEKS K.12.B	develop and follow a research plan with adult assistance
CCSS W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TEKS K.12.C	gather information from a variety of sources with adult assistance
		TEKS K.12.D	demonstrate understanding of information gathered with adult assistance
CCSS SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results
CCSS SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.		

Opinion Writing Standards

CCSS W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	TEKS N/A	Opinion standards are not a part of TEKS for Kindergarten.
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------	------------------------------------------------------------

Kindergarten Common Core & TEKS Crosswalk

Planning, Drafting, & Publishing Standards – Covered Within All Units

CCSS N/A	These standards are built into the main writing standards for opinion, informational, and narrative writing rather than being a separate standard in CCSS.	TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings
CCSS N/A	These standards are built into the main writing standards for opinion, informational, and narrative writing rather than being a separate standard in CCSS.	TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas
CCSS W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	TEKS K.10.E	share writing

Revising & Editing Standards – Covered Within All Units

CCSS W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	TEKS K.10.C	revise drafts by adding details in pictures or words
CCSS L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TEKS K.10.D	edit drafts with adult assistance using standard English conventions, including: <ul style="list-style-type: none"> (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
CCSS L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

1st Grade Common Core & TEKS Crosswalk



Narrative Writing Standards

CCSS W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry
---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------	-----------------------------------------------------------------------------

Informational Writing Standards

CCSS W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TEKS 1.12.B	dictate or compose informational texts, including procedural texts
CCSS W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance
		TEKS 1.13.B	develop and follow a research plan with adult assistance
CCSS W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance
		TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance
CCSS SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Opinion Writing Standards

CCSS W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	TEKS N/A	Opinion standards are not a part of TEKS for 1 st grade.
---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------	---------------------------------------------------------------------

1st Grade Common Core & TEKS Crosswalk

Planning, Drafting, & Publishing Standards – Covered Within All Units

CCSS N/A	These standards are built into the main writing standards for opinion, informational, and narrative writing rather than being a separate standard in CCSS.	TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming
CCSS N/A	These standards are built into the main writing standards for opinion, informational, and narrative writing rather than being a separate standard in CCSS.	TEKS 1.11.B	develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details
CCSS W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TEKS 1.11.E	publish and share writing

Revising & Editing Standards – Covered Within All Units

CCSS W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TEKS 1.11.C	revise drafts by adding details in pictures or words
CCSS L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TEKS 1.11.D	edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance
CCSS L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

Narrative Writing Standards

<p>CCSS W.2.3</p>	<p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>TEKS 2.12.A</p>	<p>compose literary texts, including personal narratives and poetry</p>
-----------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------	-------------------------------------------------------------------------

Informational Writing Standards

<p>CCSS W.2.2</p>	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>TEKS 2.12.B</p>	<p>compose informational texts, including procedural texts and reports</p>
		<p>TEKS 2.12.C</p>	<p>compose correspondence such as thank you notes or letters</p>
<p>CCSS W.2.7</p>	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>TEKS 2.13.A</p>	<p>generate questions for formal and informal inquiry with adult assistance</p>
		<p>TEKS 2.13.B</p>	<p>develop and follow a research plan with adult assistance</p>
<p>CCSS W.2.8</p>	<p>Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>TEKS 2.13.C</p>	<p>identify and gather relevant sources and information to answer the questions</p>
		<p>TEKS 2.13.E</p>	<p>demonstrate understanding of the information gathered</p>
<p>CCSS Sl.2.4</p>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ---"I can tell or share a story with important details to help others understand."</p>	<p>TEKS 2.13.G</p>	<p>use an appropriate mode of delivery, whether written, oral or multimodal, to present results</p>

Opinion Writing Standards

<p>CCSS W.2.1</p>	<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>TEKS N/A</p>	<p>Opinion standards are not a part of TEKS for 2nd grade.</p>
-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------	---------------------------------------------------------------------------

Planning, Drafting, & Publishing Standards – Covered Within All Units

CCSS N/A	These standards are built into the main writing standards for opinion, informational, and narrative writing rather than being a separate standard in CCSS.	TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming
CCSS N/A	These standards are built into the main writing standards for opinion, informational, and narrative writing rather than being a separate standard in CCSS.	TEKS 2.11.B	develop drafts into a focused piece of writing by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details
CCSS W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TEKS 2.11.E	publish and share writing

Revising & Editing Standards – Covered Within All Units

CCSS W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences
CCSS L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TEKS 2.11.D	edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
CCSS L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
CCSS L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		

Narrative Writing Standards

CCSS W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TEKS 3.12.A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft
CCSS W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
CCSS W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
CCSS W.3.3.C	Use temporal words and phrases to signal event order.		
CCSS W.3.3.D	Provide a sense of closure.		

Informational Writing Standards

CCSS W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TEKS 3.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
CCSS W.3.2.A	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
CCSS W.3.2.B	Develop the topic with facts, definitions, and details.		
CCSS W.3.2.C	Use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information.		
CCSS W.3.2.D	Provide a concluding statement or section.	TEKS 3.12.D	compose correspondence such as thank you notes or letters

Opinion Writing Standards

CCSS W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	TEKS 3.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft
CCSS W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		
CCSS W.3.1.B	Provide reasons that support the opinion.		
CCSS W.3.1.C	Use linking words and phrases (<i>e.g., because, therefore, since, for example</i>) to connect opinion and reasons.		
CCSS W.3.1.D	Provide a concluding statement or section.		

Research Standards – Covered Within Multiple Units

CCSS W.3.7	Conduct short research projects that build knowledge about a topic.	TEKS 3.13.A	generate questions for formal and informal inquiry with adult assistance
CCSS W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TEKS 3.13.B	develop and follow a research plan with adult assistance
		TEKS 3.13.C	identify and gather relevant information from a variety of sources
		TEKS 3.13.E	demonstrate understanding of information gathered

Planning, Drafting, & Publishing Standards – Covered Within All Units

CCSS W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)	TEKS 3.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
		TEKS 3.11.B	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (ii) developing an engaging idea with relevant details
CCSS W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	TEKS 3.11.E	publish written work for appropriate audiences

Revising & Editing Standards – Covered Within All Units

CCSS W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	TEKS 3.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
		TEKS 3.11.D	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency word

Narrative Writing Standards

CCSS W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TEKS 4.12.A	compose literary texts, such as personal narrative and poetry using genre characteristics and craft
CCSS W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
CCSS W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
CCSS W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.		
CCSS W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
CCSS W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.		

Informational Writing Standards

CCSS W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TEKS 4.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
CCSS W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
CCSS W.4.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
CCSS W.4.2.C	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	TEKS 4.12.D	compose correspondence that requests information
CCSS W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
CCSS W.4.2.E	Provide a concluding statement or section related to the information or explanation presented.		

Opinion Writing Standards

CCSS W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	TEKS 4.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft
CCSS W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		
CCSS W.4.1.B	Provide reasons that are supported by facts and details.		
CCSS W.4.1.C	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).		
CCSS W.4.1.D	Provide a concluding statement or section related to the opinion presented.		

Research Standards – Covered Within Multiple Units

CCSS W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TEKS 4.13.A	generate and clarify questions on a topic for formal and informal inquiry
CCSS W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	TEKS 4.13.B	develop and follow a research plan with adult assistance
		TEKS 4.13.C	identify and gather relevant information from a variety of sources
		TEKS 4.13.E	demonstrate understanding of information gathered

Planning, Drafting, & Publishing Standards – Covered Within All Units

CCSS W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	TEKS 4.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
		TEKS 4.11.B	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (ii) developing an engaging idea with relevant details
CCSS W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	TEKS 4.11.E	publish written work for appropriate audiences

Revising & Editing Standards – Covered Within All Units

CCSS W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	TEKS 4.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
		TEKS 4.11.D	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences and quotation marks in dialogue (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency word

Narrative Writing Standards

CCSS W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TEKS 5.12.A	compose literary texts, such as personal narrative, fiction, and poetry using genre characteristics and craft
CCSS W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
CCSS W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		
CCSS W.5.3.C	Use a variety of transitional words and phrases to manage the sequence of events.		
CCSS W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
CCSS W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.		

Informational Writing Standards

CCSS W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TEKS 5.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
CCSS W.5.2.A	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
CCSS W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
CCSS W.5.2.C	Link ideas within and across categories of information using words, phrase, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	TEKS 5.12.D	compose correspondence that requests information
CCSS W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
CCSS W.5.2.E	Provide a concluding statement or section related to the information or explanation presented.		

Opinion Writing Standards

CCSS W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	TEKS 5.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft
CCSS W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		
CCSS W.5.1.B	Provide logically ordered reasons that are supported by facts and details.		
CCSS W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).		
CCSS W.5.1.D	Provide a concluding statement or section related to the opinion presented.		

Research Standards – Covered Within Multiple Units

CCSS W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	TEKS 5.13.A	generate and clarify questions on a topic for formal and informal inquiry
CCSS W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	TEKS 5.13.B	develop and follow a research plan with adult assistance
		TEKS 5.13.C	identify and gather relevant information from a variety of sources
		TEKS 5.13.E	demonstrate understanding of information gathered

Planning, Drafting, & Publishing Standards – Covered Within All Units

CCSS W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	TEKS 5.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
		TEKS 5.11.B	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details
CCSS W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	TEKS 5.11.E	publish written work for appropriate audiences

Revising & Editing Standards – Covered Within All Units

CCSS W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	TEKS 5.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
		TEKS 5.11.D	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) Italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency word

Narrative Writing Standards

CCSS W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	TEKS 6.11.A	compose literary texts, such as personal narrative, fiction, and poetry using genre characteristics and craft
CCSS W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
CCSS W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
CCSS W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
CCSS W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
CCSS W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.		

Informational Writing Standards

CCSS W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	TEKS 6.11.B	compose 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
CCSS W.6.2.A	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
CCSS W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
CCSS W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.	TEKS 6.11.D	compose correspondence that reflects and opinion, registers a complaint, or requests information in a business-friendly structure.
CCSS W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
CCSS W.6.2.E	Establish and maintain a formal style.		
CCSS W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.		

Opinion Writing Standards

CCSS W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	TEKS 6.11.C	compose multi-paragraph argumentative texts using genre characteristics and craft
CCSS W.6.1.A	Introduce claims and organize the reasons and evidence clearly.		
CCSS W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
CCSS W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
CCSS W.6.1.D	Provide a concluding statement or section that follows from the argument presented.		

Research Standards – Covered Within Multiple Units

CCSS W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	TEKS 6.12.A	generate student-selected and teacher-guided questions for formal and informal inquiry
		TEKS 6.12.B	develop and revise a plan
CCSS W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	TEKS 6.12.D	identify and gather relevant information from a variety of sources
		TEKS 6.12.F	synthesize information from a variety of sources

Planning, Drafting & Publishing Standards – Covered Within All Units

CCSS W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TEKS 6.10.A	plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
		TEKS 6.10.B	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii) developing an engaging idea reflecting depth of thought with specific facts and details
CCSS W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	TEKS 6.10.E	publish written work for appropriate audiences

Revising & Editing Standards – Covered Within All Units

CCSS W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	TEKS 6.10.C	revise drafts for clarity, development, organization, style, word choice, and sentence variety;
		TEKS 6.10.D	edit drafts using standard English conventions, including: (i) complete and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) consistent and appropriate use of verb tenses (iii) conjunctive adverbs (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (v) pronouns, including relative (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too

Narrative Writing Standards

CCSS W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	TEKS 7.11.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft
CCSS W.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
CCSS W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
CCSS W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
CCSS W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
CCSS W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.		

Informational Writing Standards

CCSS W.7.2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	TEKS 7.11.B	compose 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		
CCSS W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.				
CCSS W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples				
CCSS W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.				
CCSS W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.			TEKS 7.11.D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
CCSS W.7.2.E	Establish and maintain a formal style.				
CCSS W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.				

Argumentative Writing Standards			
CCSS W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	TEKS 7.11.C	compose multi-paragraph argumentative texts using genre characteristics and craft
CCSS W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		
CCSS W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
CCSS W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
CCSS W.7.1.D	Establish and maintain a formal style.		
CCSS W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.		

Planning, Drafting & Publishing Standards – Covered Within All Units			
CCSS W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TEKS 7.10.A	plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
		TEKS 7.10.B	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
CCSS W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	TEKS 7.10.E	publish written work for appropriate audiences
		TEKS 7.12.J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Research Standards – Covered Within Multiple Units

CCSS W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	TEKS 7.12.A	generate student-selected and teacher-guided questions for formal and informal inquiry
		TEKS 7.12.B	develop and revise a plan
		TEKS 7.12.C	refine the major research question, if necessary, guided by the answers to a secondary set of questions;
CCSS W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	TEKS 7.12.D	identify and gather relevant information from a variety of sources
		TEKS 7.12.F	synthesize information from a variety of sources
		TEKS 7.12.G	differentiate between paraphrasing and plagiarism when using source materials
		TEKS 7.12.H	examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype
		TEKS 7.12.I	display academic citations and use source materials ethically

Revising & Editing Standards – Covered Within All Units

CCSS W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	TEKS 7.10.C	revise drafts for clarity, development, organization, style, word choice, and sentence variety
		TEKS 7.10.D	edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronoun-antecedent agreement; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor ; (vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too

Narrative Writing Standards

CCSS W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	TEKS 8.11.A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft
CCSS W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
CCSS W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
CCSS W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		
CCSS W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
CCSS W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.		

Informational Writing Standards

CCSS W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	TEKS 8.11.B	compose 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
CCSS W.8.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
CCSS W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		
CCSS W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	TEKS 8.11.D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure
CCSS W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
CCSS W.8.2.E	Establish and maintain a formal style.		
CCSS W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.		

Argumentative Writing Standards			
CCSS W.8.1	Write arguments to support claims with clear reasons and relevant evidence	TEKS 8.11.C	compose multi-paragraph argumentative texts using genre characteristics and craft
CCSS W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		
CCSS W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		
CCSS W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		
CCSS W.8.1.D	Establish and maintain a formal style.		
CCSS W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.		

Planning, Drafting & Publishing Standards – Covered Within All Units			
CCSS W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TEKS 6.10.A	plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
		TEKS 6.10.B	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
CCSS W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	TEKS 6.10.E	publish written work for appropriate audiences
		TEKS 8.12.J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Research Standards – Covered Within Multiple Units

CCSS W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	TEKS 8.12.A	generate student-selected and teacher-guided questions for formal and informal inquiry
		TEKS 8.12.B	develop and revise a plan
		TEKS 8.12.C	refine the major research question, if necessary, guided by the answers to a secondary set of questions
CCSS W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	TEKS 8.12.D	identify and gather relevant information from a variety of sources
		TEKS 8.12.F	synthesize information from a variety of sources
		TEKS 8.12.G	differentiate between paraphrasing and plagiarism when using source materials
		TEKS 8.12.H	examine sources for: (i) reliability, credibility, and bias, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language
		TEKS 8.12.I	display academic citations and use source materials ethically

Revising & Editing Standards – Covered Within All Units

CCSS W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	TEKS 8.10.C	revise drafts for clarity, development, organization, style, word choice, and sentence variety
		TEKS 8.10.D	edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ; (ii) consistent, appropriate use of verb tenses and active and passive voice; (iii) prepositions and prepositional phrases and their influence on subject-verb agreement; (iv) pronoun-antecedent agreement; (v) correct capitalization; (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too