

# WRITING



## SLAR TEKS Vertical Alignment

### Grades K–6

The *Spanish Language Arts and Reading (SLAR) Vertical Alignment Chart* is a tool that allows the *Texas Essential Knowledge and Skills (TEKS)* to be viewed across multiple grade levels. The *TEKS* for kindergarten are listed here in the same order as they are presented in the *SLAR TEKS* document. After kindergarten, the *SLAR TEKS* are listed to correlate with previous grade levels. Consequently, in viewing columns for grades 1–6, you may see various letters [(A), (B), (i), (ii), etc.] that are not in order preceding the student expectation.

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## WRITING

Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

# Guide to the SLAR TEKS Writing Strand Across Grade Levels

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard
<p><b>Writing Process</b></p> <p>K      1      2      3      4      5      6</p>	<p>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>	<p><b>E/LAS (English/Language Arts Standards): Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS (Cross-Disciplinary Standards): II. Foundational Skills.</b> B. Writing across the curriculum</p>
<p><b>Literary Texts</b></p> <p>K      1      2      3      4      5      6</p>	<p>Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p>	<p><b>E/LAS: Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS: II. Foundational Skills.</b> B. Writing across the curriculum</p>
<p><b>Personal (unofficial tag line)</b></p> <p>K      1      2      3      4      5      6</p>	<p>Students write about their own experiences.</p>	<p><b>E/LAS: Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS: II. Foundational Skills.</b> B. Writing across the curriculum</p>

Tagline and Applicable Grade Level	Knowledge and Skills Statement	CCRS Standard							
<p><b>Expository and Procedural Texts</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p><b>E/LAS: Writing:</b> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p><b>CDS: II. Foundational Skills.</b> B. Writing across the curriculum</p>
K	1	2	3	4	5	6			
<p><b>Persuasive Texts</b></p> <table border="1"> <tr> <td>K</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>	K	1	2	3	4	5	6	<p>Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	
K	1	2	3	4	5	6			

# SLAR TEKS Writing Strand Vertical Alignment

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Writing Process.</b>						
Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:						
13 (A) plan a first draft by generating ideas for writing through class discussion (with adult assistance);	17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	17(A) 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);	15(A) 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);	15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	14(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Writing Process (cont.)</b>						
13(B) develop drafts by sequencing the action or details in the story (with adult assistance);	17(B) develop drafts by sequencing ideas through writing sentences;	17(B) develop drafts by sequencing ideas through writing sentences;	17(B) develop drafts by categorizing ideas and organizing them into paragraphs;	15(B) develop drafts by categorizing ideas and organizing them into paragraphs;	15(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;	14(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;
13(C) revise drafts by adding details or sentences (with adult assistance);	17(C) revise drafts by adding or deleting a word, phrase, or sentence;	17(C) revise drafts by adding or deleting words, phrases, or sentences;	17(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	15(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	14(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Writing Process (cont.)</b>						
13(D) edit drafts by leaving spaces between letters and words (with adult assistance);	17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;	17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;	17(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	15(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	15(D) edit drafts for grammar, mechanics, and spelling;	14(D) edit drafts for grammar, mechanics, and spelling;
13(E) share writing with others (with adult assistance).	17(E) publish and share writing with others.	17(E) publish and share writing with others.	17(E) publish written work for a specific audience.	15(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.	15(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	14(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
<b>Writing/Literary Texts.</b>						
Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:						
14(A) dictate or write sentences to tell a story and put the sentences in chronological sequence;	18(A) write brief stories that include a beginning, middle, and end;	18(A) write brief stories that include a beginning, middle, and end;	18(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;	16(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;	16(A) write imaginative stories that include:	15(A) write imaginative stories that include:
					(i) a clearly defined focus, plot, and point of view;	(i) a clearly defined focus, plot, and point of view;
					(ii) a specific, believable setting created through the use of sensory details;	(ii) a specific, believable setting created through the use of sensory details;
					(iii) dialogue that develops the story;	(iii) dialogue that develops the story;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Literary Texts (cont.)</b>						
14(B) write short poems.	18(B) write short poems that convey sensory details.	18(B) write short poems that convey sensory details.	18(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	16(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	16(B) write poems using:	15(B) write poems using:
					(i) poetic techniques (e.g., alliteration, onomatopoeia);	(i) poetic techniques (e.g., alliteration, onomatopoeia);
					(ii) figurative language (e.g., similes, metaphors);	(ii) figurative language (e.g., similes, metaphors);
					(iii) graphic elements (e.g., capital letters, line length).	(iii) graphic elements (e.g., capital letters, line length).
<b>Writing.</b> Students write about their own experiences. Students are expected to:						
			19(A) write about important personal experiences.	17(A) write about important personal experiences.	17(A) write a personal narrative that conveys thoughts and feelings about an experience.	16(A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Expository and Procedural Texts.</b>						
Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:						
15(A) dictate or write information for lists, captions, or invitations.	19(A) write brief compositions about topics of interest to the student;	19(A) write brief compositions about topics of interest to the student;	20(A) create brief compositions that:	18(A) create brief compositions that:	18(A) create multi-paragraph essays to convey information about a topic that:	17(A) create multi-paragraph essays to convey information about a topic that:
			(i) establish a central idea in a topic sentence;	(i) establish a central idea in a topic sentence;	(i) present effective introductions and concluding paragraphs;	(i) present effective introductions and concluding paragraphs;
			(iii) contain a concluding statement;	(iii) contain a concluding statement;		
					(ii) guide and inform the reader's understanding of key ideas and evidence;	(ii) guide and inform the reader's understanding of key ideas and evidence;
			(ii) include supporting sentences with simple facts, details, and explanations;	(ii) include supporting sentences with simple facts, details, and explanations;	(iii) include specific facts, details, and examples in an appropriately organized structure;	(iii) include specific facts, details, and examples in an appropriately organized structure;
					(iv) use a variety of sentence structures and transitions to link paragraphs;	(iv) use a variety of sentence structures and transitions to link paragraphs;

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Expository and Procedural Texts (cont.)</b>						
	19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	20(B) 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);	18(B) 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);	18(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	17(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);
	19(C) write brief comments on literary or informational texts.	19(C) write brief comments on literary or informational texts.	20(C) write responses to literary or expository texts that demonstrate an understanding of the text.	18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	17(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding;
						17(D) produce a multimedia presentation involving text and graphics using available technology.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<b>Writing/Persuasive Texts.</b>						
Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:						
		20(A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.	21(A) write persuasive essays for appropriate audiences that establish a position and use supporting details.	19(A) write persuasive essays for appropriate audiences that establish a position and use supporting details.	19(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	18(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.