

**TAAS/TAKS WRITING COMPOSITION GOALS, PK – 8  
IRVING INDEPENDENT SCHOOL DISTRICT**

**All grade levels will focus on the critical attributes of  
expressive, informative, persuasive, and descriptive writing.**

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**GOALS**

**PREKINDERGARTEN/  
KINDERGARTEN**

To be empowered as a writer

**FIRST GRADE:**

To internalize the steps in process writing

**SECOND GRADE:**

To develop fluency in writing

**THIRD GRADE:**

To apply the knowledge of process writing and the critical attributes of composition

**FOURTH GRADE:**

To refine the application of process writing and the critical attributes of composition

**FIFTH GRADE:**

To refine revision, editing, and publishing processes

**SIXTH GRADE:**

To develop complexity and variety of sentence structure and richness of language

**SEVENTH GRADE:**

To use a variety of elaboration strategies appropriate to organization and purpose

**EIGHTH GRADE:**

To develop self-assessment skills in composition and set goals for improvement

# TAAS/TAKS COMPOSITION GOALS, PK – 8 IRVING INDEPENDENT SCHOOL DISTRICT

All grade levels will focus on the critical attributes of expressive, informative, descriptive, and persuasive writing.

## GRADE:

Prekindergarten  
Kindergarten

## GOAL:

To be empowered as a writer

## STRATEGIES

- Journal writing at least three times a week the first semester and five times a week the second semester
- Reading/writing connections daily
- Graffiti boards
- Message boards
- Interactive writing daily
- Graphic organizers (webbing)
- Introduce the stages of process writing

## TEACHER CHECK POINTS

- Weekly lesson plans
- Sharing with principal, assistant principal, grade level, mentor, cluster coordinator, buddy, or teacher
- Displays of classroom work and displays that include exhibits of each step of the writing process:
  - Prewrite/Planning:
  - First draft
  - Revision
  - Editing/Peer Editing
  - Final copy/Published piece
- Portfolio checks by principals and language arts coordinators
- Classroom observations

## BENCHMARK

- Portfolio collection of student work to be sent to first grade. Must include at least two student-selected and two teacher-selected pieces of writing.

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All grade levels will focus on the critical attributes of expressive, informative, descriptive, and persuasive writing.

## GRADE:

First

## GOAL:

To internalize the steps in process writing

## STRATEGIES

## TEACHER CHECK POINTS

## BENCHMARK

### Reinforce:

- Journal writing daily
- Reading/writing connections daily
- Graffiti boards
- Teacher-directed process writing
  - Prewrite/Planning
  - First draft
  - Revision
  - Editing/Peer Editing
  - Final copy/Published piece
- Graphic organizers

### Introduce:

- Expressive composition

### Develop:

- Process writing as a group project
- Word Walls

- Weekly lesson plans
- Sharing with principal, assistant principal, grade level, mentor, cluster coordinator, buddy, or teacher
- Displays of finished work
- Exhibits
  - Webbing
  - Story maps
- Portfolio checks
- Classroom observations
- Journal Writing daily
  - Student generated
  - Teacher generated
  - Reader response

Continue the portfolio collection from kindergarten and add four selections, all expressive, with each containing a paragraph of three to five sentences. Samples must include all the steps of the writing process

- Prewrite/Planning
- First draft
- Revision
- Editing/Peer Editing
- Final copy/Published piece

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All grade levels will focus on the critical attributes of expressive, informative, descriptive, and persuasive writing.

**GRADE:**

Second

**GOAL:**

To become a fluent writer

## STRATEGIES

## TEACHER CHECK POINTS

## BENCHMARK

### Reinforce:

- Journal writing (daily)
- Reading/writing connections
- Teacher-directed process writing
  - Prewrite/Planning
  - First draft
  - Revision
  - Editing/Peer Editing
  - Final copy/Published piece
- Webbing/graphic organizers/response logs
- Process writing – group and individual
- Expressive composition

### Introduce:

- Informative composition

### Develop expressive with

- Elaboration/richness of language
- Specificity of ideas
- Peer Conferencing/editing

- Sharing with principal, assistant principal, grade level, mentor, cluster coordinator, buddy, or teacher
- Displays of finished work
- Exhibits
  - Webbing
  - Story maps
  - Word Walls
  - Graphic organizers
- Portfolio checks
- Classroom observations
- Journal Writing daily
  - Student generated
  - Teacher generated
  - Reader response

Continue the portfolio collection from kindergarten and first grade and add selections, which must include a page-long composition of a personal narrative, site narrative and two informative compositions that have a score point of 2 or better. Samples must include all five steps of the writing process.

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All grade levels will focus on the critical attributes of expressive, informative, descriptive, and persuasive writing.

## GRADE:

Third

## GOAL:

To apply process writing skills to TAKS composition attributes

## STRATEGIES

### Reinforce:

- Journal writing (daily)
- Reading/writing connections
- Teacher-directed process writing
  - Prewrite/Planning
  - First draft
  - Revision
  - Editing/Peer Editing
  - Final copy/Published piece
- Expressive, informative compositions
- Elaboration/richness of language
- Specificity of ideas
- Peer conferencing/editing/revision
- Introduce:
- Reader response logs
- Scoring for expressive and informative

### Develop:

- Good first drafts for expressive and informative composition
- Editing/revising by peers and individual

## TEACHER CHECK POINTS

- Weekly lesson plans
- Sharing with principal, assistant principal, grade level, mentor, cluster coordinator, buddy, or teacher
- Displays of finished work
- Exhibits
  - Webbing
  - Story maps
  - Word Walls
  - Graphic organizers
- Portfolio checks
- Classroom observations
- Journal Writing daily
  - Student generated
  - Teacher generated
- Teacher and peer conferencing
- Response logs for reading, social studies and science
- Collection of all stages of writing process for all compositions

## BENCHMARK

Continue portfolio collection from kindergarten, first, and second grades to include at least two examples of expressive (personal narrative and site narrative), and two informative compositions that have a score point of three or better. All samples must include all five steps of the writing process from prewriting through publishing.

# TAAS/TAKS COMPOSITION GOALS, PK – 8 IRVING INDEPENDENT SCHOOL DISTRICT

All grade levels will focus on the critical attributes of expressive, informative, descriptive, and persuasive writing.

## GRADE:

Fourth

## GOAL:

To refine skills in process writing according to TAAS critical attributes

## STRATEGIES

### Reinforce:

- Journal writing
- Reading/writing connections
- Teacher-directed process writing: group and individual
- Expressive and informative compositions
- Elaboration/richness of language
- Specificity of ideas
- Peer conferencing, editing, revising
- Good first drafts developed from planning/pre-writing
- Editing/revising by peers, individual and teacher conferencing
- Scoring for expressive and informative
- Response logs in reading, social studies and science

### Introduce:

- Persuasive composition
- Scoring for persuasive

### Develop:

- Metaphorical language
- Elaboration/specific ideas – greater depth and frequency

Apply: TAAS scoring rubrics on all compositions

## TEACHER CHECK POINTS

- Weekly lesson plans
- Sharing with principal, assistant principal, grade level, mentor, cluster coordinator, buddy, or teacher
- Displays of finished work
- Exhibits
  - Webbing
  - Story maps
  - Word Walls
  - Graphic organizers
- Portfolio checks
- Classroom observations
- Journal Writing daily
  - Student generated
  - Teacher generated
- Teacher and peer conferencing
- Response logs for reading, social studies and science
- Collection of all stages of writing process for all compositions

## BENCHMARKS

Continue portfolio collection from kindergarten, first, and second grades to include at least two examples of expressive (personal narrative and site narrative), one informative, and one persuasive composition that have a score point of four (4). All samples must include all five steps of the writing process from prewriting through publishing.

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**All grade levels will focus on the critical attributes of expressive, informative, descriptive, and persuasive writing.**

**GRADE:**

Fifth

**GOAL:**

To refine revision, editing, and publishing processes

### STRATEGIES

Reinforce:

- Journal writing
- Reading/writing connections
- Teacher-directed process writing, (group and individual)
- Expressive (personal and site narrative), informative, and persuasive compositions
- Elaboration/richness of language and specificity of ideas – greater depth and frequency
- Peer conferencing, editing, revising
- Good first drafts
- Editing/revisions – peer, individual, teacher
- Scoring rubrics for all compositions

Develop:

- Revision, editing, and publishing processes

### TEACHER CHECK POINTS

- Weekly lesson plans
- Sharing with principal, assistant principal, grade level, mentor, cluster coordinator, buddy, or teacher
- Displays of finished work
- Exhibits
  - Webbing
  - Story maps
  - Word Walls
  - Graphic organizers
- Portfolio checks
- Classroom observations
- Journal Writing daily
  - Student generated
  - Teacher generated
- Teacher and peer conferencing
- Response logs for reading, social studies and science
- Collection of all stages of writing process for all compositions

### BENCHMARKS

Continue portfolio collection from kindergarten, first, and second grades to include at least two examples of expressive (personal narrative and site narrative), one informative, and one persuasive composition that have a score point of four (4). All samples must include all five steps of the writing process from prewriting through publishing.