

Lexia® Core5® Reading Texas Writing Prompt Pack

This set of writing prompts helps teachers offer focused writing practice for students in Grades 3–5. The Lexia Core5 Reading *Texas Writing Prompt Pack* includes:

- **20 engaging prompts** presented in a format similar to the STAAR® writing assessment to familiarize students with the format and requirements of the test.
- Writing practice is provided in the genres specified in the Grades 3–5 **TEKS writing standards**:
 - Informational Text
 - Personal Narrative
 - Procedural Text
 - Short Story
 - Argumentative Text
 - Poetry
 - Correspondence
- **Grade-appropriate themes and topics** from the Comprehension strand of Lexia Core5 Reading.
- **Teacher-facing rubrics** designed to align to the STAAR scoring guides for evaluating student writing performance based on:
 - Organization/progression
 - Development of ideas
 - Use of language and conventions
- **Student-friendly checklists** to help students understand and improve their writing performance.
- **Extend or enhance** your current writing curriculum and practice.
 - Introduce writing prompts and student checklists based on Core5 content themes to reinforce content and connect reading and writing. See the *Writing Prompt Inventory* for this information.
 - Schedule students for timed practice of writing as preparation for the STAAR writing assessment.
 - Have students work in pairs or groups to check each other's work.

Lexia Core5 Reading

Texas Writing Prompt Pack

Teacher Reviews

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Name: _____

READ the information in the box below.

Traditions are stories, beliefs, or ways of doing things that have been part of a group of people for a long time.

THINK about the community groups you belong to at home, in school, or with your friends. What tradition do you have or want to start?

WRITE about one tradition you currently have or a tradition you would like to start and explain why it is important to you.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ clearly state your central idea | ☐ write in complete sentences |
| ☐ use details to support your central idea | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(B), TEKS 4.6(E), TEKS 4.12(B), TEKS 5.6(E), TEKS 5.12(B)

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Name: _____



READ the information in the box below.

Technology is a set of tools invented to make life easier. Telephones, cars, and even refrigerators are all examples of technologies that changed the world.

THINK about the technology that makes your life easier. What one type of technology would be most difficult to live without?

WRITE about one type of technology that would be difficult to live without and explain why it is important.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ clearly state your central idea | ☐ write in complete sentences |
| ☐ use details to support your central idea | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(B), TEKS 4.6(E), TEKS 4.12(B), TEKS 5.6(E), TEKS 5.12(B)

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Name: _____



READ the information in the box below.

Items made of plastic such as straws, bags, and bottles may be harmful to the environment after they are thrown away.

THINK about the things made of plastic that you use every day. What are some changes you might make to protect the environment?

WRITE about a plan to reduce the amount of plastic trash and explain how your plan would help protect the environment.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ clearly state your central idea | ☐ write in complete sentences |
| ☐ use details to support your central idea | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(B), TEKS 4.6(E), TEKS 4.12(B), TEKS 5.6(E), TEKS 5.12(B)

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Name: _____



READ the information in the box below.

Many animals have amazing adaptations that help them survive. The Komodo dragon, for example, can smell its prey up to five miles away.

THINK about other animals with remarkable adaptations. These may be animals you see every day or ones that live in the wild.

WRITE about one animal with a remarkable adaptation and explain why this adaptation is important.

Be sure to –

- ☐ organize your ideas before you start writing
- ☐ choose your words carefully
- ☐ clearly state your central idea
- ☐ write in complete sentences
- ☐ use details to support your central idea
- ☐ use correct spelling, capitalization, punctuation, and grammar

TEKS 3.6(E), TEKS 3.12(B), TEKS 4.6(E), TEKS 4.12(B), TEKS 5.6(E), TEKS 5.12(B)

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Name: _____

READ the statement in the box below.

Being on time often requires planning ahead.

THINK about how you plan ahead to get ready for school. What steps do you follow to make sure you are on time?

WRITE an essay about what you do each morning to get ready for school.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ clearly state your central idea | ☐ write in complete sentences |
| ☐ use details to support your central idea | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(B), TEKS 4.6(E), TEKS 4.12(B), TEKS 5.6(E), TEKS 5.12(B)

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Name: _____

READ the statement in the box below.

Playing a game is fun when everyone follows the same rules.

THINK about your favorite game. What are the rules?

WRITE an essay about the rules that players need to follow to play your favorite game.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ clearly state your central idea | ☐ write in complete sentences |
| ☐ use details to support your central idea | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(B), TEKS 4.6(E), TEKS 4.12(B), TEKS 5.6(E), TEKS 5.12(B)

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Name: _____

READ the statement in the box below.

“Being successful in fourth grade isn’t hard; you just need to know what to do.”
– *Fifth-grade student*

THINK about what it takes to succeed in fourth grade. What advice would you give to a new student?

WRITE an essay about how to be successful in fourth grade.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ clearly state your central idea | ☐ write in complete sentences |
| ☐ use details to support your central idea | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(B), TEKS 4.6(E), TEKS 4.12(B), TEKS 5.6(E), TEKS 5.12(B)

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Name: _____



READ the statement in the box below.

Technology has changed the way people read books. Years ago, students read books printed on paper. Today, many students read digital books on a computer, phone, or tablet.

THINK about reading a book that is printed on paper and reading a digital book on a computer, phone, or tablet. Which way to read a book do you think is better?

WRITE about the way you prefer to read a book—on paper or on a screen—and support your opinion with reasons and evidence.

Be sure to –

- | | |
|--|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ clearly state your position | ☐ write in complete sentences |
| ☐ use reasons and evidence to support your position | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(C), TEKS 4.6(E), TEKS 4.12(C), TEKS 5.6(E), TEKS 5.12(C)

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Name: _____



READ the statement in the box below.

Some schools allow students to have a class pet, such as gerbils, fish, or birds. Other schools do not allow class pets.

THINK about the advantages and disadvantages of having a class pet. Do you think your class should have a class pet?

WRITE about whether your class should have a class pet and support your opinion with reasons and evidence.

Be sure to –

- | | |
|--|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ clearly state your position | ☐ write in complete sentences |
| ☐ use reasons and evidence to support your position | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(C), TEKS 4.6(E), TEKS 4.12(C), TEKS 5.6(E), TEKS 5.12(C)

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Name: _____



READ the statement in the box below.

In many schools, students are given homework to complete after school. Some schools, however, have a “no-homework” policy.

THINK about your school’s policy about homework. Do you think homework helps students learn?

WRITE about whether your school should give homework or not and support your opinion with reasons and evidence.

Be sure to –

- | | |
|--|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ clearly state your position | ☐ write in complete sentences |
| ☐ use reasons and evidence to support your position | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(C), TEKS 4.6(E), TEKS 4.12(C), TEKS 5.6(E), TEKS 5.12(C)

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Name: _____



READ the information in the box below.

Mount St. Helens is a volcano in the state of Washington. On May 18, 1980, a university student was camping near Mount St. Helens when the volcano erupted.

THINK about the student's experience on the day the volcano erupted. What questions might you ask to learn more?

WRITE a letter to the student who was camping near Mount St. Helens when it erupted to ask for information about the event.

Be sure to –

- ☐ organize your ideas before you start writing
- ☐ include the date, a salutation, and a closing
- ☐ clearly state your request for information
- ☐ choose your words carefully
- ☐ write in complete sentences
- ☐ use correct spelling, capitalization, punctuation, and grammar

TEKS 3.6(E), TEKS 3.12(D), TEKS 4.6(E), TEKS 4.12(D), TEKS 5.6(E), TEKS 5.12(D)

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Name: _____

READ the information in the box below.

Great Smoky Mountains National Park is located on the border of North Carolina and Tennessee. It is one of the country's most popular national park sites.

THINK about taking a trip to Great Smoky Mountains National Park. What questions might you ask to learn more?

WRITE a letter to a park ranger to ask for information to help you plan a trip to Great Smoky Mountains National Park.

Be sure to –

- ☐ organize your ideas before you start writing
- ☐ include the date, a salutation, and a closing
- ☐ clearly state your request for information
- ☐ choose your words carefully
- ☐ write in complete sentences
- ☐ use correct spelling, capitalization, punctuation, and grammar

TEKS 3.6(E), TEKS 3.12(D), TEKS 4.6(E), TEKS 4.12(D), TEKS 5.6(E), TEKS 5.12(D)

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Name: _____



READ the information in the box below.

The natural world can be beautiful, but it can also be destructive. From rainbows to wildfires, nature is remarkable.

THINK about the remarkable world outside your window. It can be outside your house, your school, or in the park.

WRITE about a time when you were surprised or amazed by something you saw in nature.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ write about a personal experience | ☐ write in complete sentences |
| ☐ develop your ideas in detail | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(A), TEKS 4.6(E), TEKS 4.12(A), TEKS 5.6(E), TEKS 5.12(A)

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Name: _____



READ the information in the box below.

An impression is an idea, feeling, or opinion about someone or something. When you meet someone new, you often form a first impression of him or her.

THINK about whether first impressions are always correct.

WRITE about a time when you changed your mind about someone after getting to know him or her.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ write about a personal experience | ☐ write in complete sentences |
| ☐ develop your ideas in detail | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(A), TEKS 4.6(E), TEKS 4.12(A), TEKS 5.6(E), TEKS 5.12(A)

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Name: _____



READ the information in the box below.

In a well-known fable, a tortoise wins a race by crawling steadily forward while a rabbit takes a nap. The expression *Slow and steady wins the race* describes one way to be successful.

THINK about the meaning of the expression *Slow and steady wins the race*.

WRITE about a time when you succeeded by working slowly and steadily.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ write about a personal experience | ☐ write in complete sentences |
| ☐ develop your ideas in detail | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(A), TEKS 4.6(E), TEKS 4.12(A), TEKS 5.6(E), TEKS 5.12(A)

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Name: _____

READ the information in the box below.

Being persistent means not giving up no matter how difficult it is to achieve a goal.

THINK about what it takes to achieve a goal.

WRITE about a time you overcame a challenge or developed a new skill.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ write about a personal experience | ☐ write in complete sentences |
| ☐ develop your ideas in detail | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(A), TEKS 4.6(E), TEKS 4.12(A), TEKS 5.6(E), TEKS 5.12(A)

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Name: _____

READ the information in the box below.

A theme is a central message or lesson in a story, play, or poem. A common theme is *Even a small act of kindness can make a difference.*

THINK about the theme *Even a small act of kindness can make a difference.* How might you write a story that shows this theme?

WRITE a story that shows the theme *Even a small act of kindness can make a difference.*

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ write a story with a beginning, a middle, and an end | ☐ write in complete sentences |
| ☐ develop your ideas in detail | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(A), TEKS 4.6(E), TEKS 4.12(A), TEKS 5.6(E), TEKS 5.12(A)

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Name: _____



READ the information in the box below.

The story of Cinderella—a girl who overcomes a challenge to live happily ever after—is an example of a traditional tale that has been told and retold by different groups of people.

THINK about the setting, the characters, and the events in the story of Cinderella. How might you rewrite this traditional tale to create a new story?

WRITE your own version of a story about a character that overcomes a challenge.

Be sure to –

- | | |
|---|---|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ write a story with a beginning, a middle, and an end | ☐ write in complete sentences |
| ☐ develop your ideas in detail | ☐ use correct spelling, capitalization, punctuation, and grammar |

TEKS 3.6(E), TEKS 3.12(A), TEKS 4.6(E), TEKS 4.12(A), TEKS 5.6(E), TEKS 5.12(A)

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Name: _____



READ the information in the box below.

Every day, you take in an incredible amount of information using your senses of sight, smell, touch, taste, and hearing.

THINK about using your senses to focus on a person, a thing, or an event. How might you describe what you sense using the rhyme and rhythm of poetry?

WRITE a poem that uses your senses to describe a person, a thing, a place, or an event.

Be sure to –

- | | |
|---|--|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ write a poem that uses rhyme and rhythm | ☐ use correct spelling, capitalization, and punctuation |
| ☐ use details to support your central idea | |

TEKS 3.6(E), TEKS 3.12(A), TEKS 4.6(E), TEKS 4.12(A), TEKS 5.6(E), TEKS 5.12(A)

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Name: _____



READ the information in the box below.

In some parts of the world, the weather is cool and dry. In other places, the weather is hot and humid.

THINK about the weather in your area. How might you describe this weather using the rhyme and rhythm of poetry?

WRITE a poem that describes what the weather is usually like outside your window.

Be sure to –

- | | |
|---|--|
| ☐ organize your ideas before you start writing | ☐ choose your words carefully |
| ☐ write a poem that uses rhyme and rhythm | ☐ use correct spelling, capitalization, and punctuation |
| ☐ use details to support your central idea | |

TEKS 3.6(E), TEKS 3.12(A), TEKS 4.6(E), TEKS 4.12(A), TEKS 5.6(E), TEKS 5.12(A)

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Name: _____

STUDENT CHECKLIST: INFORMATIONAL TEXT

ORGANIZATION/ PROGRESSION	☐ I reread the "WRITE" prompt. ☐ I organized my ideas before writing. ☐ I clearly stated my central idea. ☐ Every supporting idea is related to my central idea. ☐ I used transitions to connect sentences and ideas.
DEVELOPMENT OF IDEAS	☐ I included enough information to explain my ideas. ☐ I used specific details and examples to support my ideas. ☐ I thought about how to make my writing clear and interesting.
USE OF LANGUAGE/ CONVENTIONS	☐ I used specific, descriptive words to support my ideas. ☐ I reread my sentences to be sure they are complete and make sense. ☐ I checked my spelling, capitalization, and punctuation.
NOTES	What did I do well? What can I improve?

Name: _____

STUDENT CHECKLIST: PROCEDURAL TEXT

ORGANIZATION/ PROGRESSION	☐ I reread the "WRITE" prompt. ☐ I organized my ideas before writing. ☐ I clearly stated my central idea. ☐ Every supporting idea is related to my central idea. ☐ I stated my ideas in sequential order. ☐ I used transitions to connect sentences and ideas.
DEVELOPMENT OF IDEAS	☐ I included enough information to explain my ideas. ☐ I used specific details and examples to support my ideas. ☐ I thought about how to make my writing clear and interesting.
USE OF LANGUAGE/ CONVENTIONS	☐ I used specific, descriptive words to support my ideas. ☐ I reread my sentences to be sure they are complete and make sense. ☐ I checked my spelling, capitalization, and punctuation.
NOTES	What did I do well? What can I improve?

Name: _____

STUDENT CHECKLIST: ARGUMENTATIVE TEXT

ORGANIZATION/ PROGRESSION	☐ I reread the "WRITE" prompt. ☐ I organized my ideas before writing. ☐ I clearly stated my position. ☐ Every supporting idea is related to my position. ☐ I used transitions to connect sentences and ideas.
DEVELOPMENT OF IDEAS	☐ I included enough information to support my position and explain my ideas. ☐ I used specific details and examples to support my ideas. ☐ I thought about how to make my writing clear and interesting.
USE OF LANGUAGE/ CONVENTIONS	☐ I used specific, descriptive words to support my ideas. ☐ I reread my sentences to be sure they are complete and make sense. ☐ I checked my spelling, capitalization, and punctuation.
NOTES	What did I do well? What can I improve?

Name: _____

STUDENT CHECKLIST: CORRESPONDENCE

ORGANIZATION/ PROGRESSION	☐ I reread the "WRITE" prompt. ☐ I organized my ideas before writing. ☐ I clearly stated my request for information. ☐ I included the date, a salutation, and a closing. ☐ I clearly stated my questions. ☐ Every supporting idea is related to my topic. ☐ I used transitions to connect sentences and ideas.
DEVELOPMENT OF IDEAS	☐ I included enough information to explain my request for information. ☐ I used specific details and examples to support my ideas. ☐ I thought about how to make my writing clear and interesting.
USE OF LANGUAGE/ CONVENTIONS	☐ I included enough information to support my topic and explain my ideas. ☐ I stated what I know and included questions about what I want to learn. ☐ I thought about how to make my letter clear and interesting.
NOTES	What did I do well? What can I improve?

Name: _____

STUDENT CHECKLIST: PERSONAL NARRATIVE

ORGANIZATION/ PROGRESSION	☐ I reread the "WRITE" prompt. ☐ I organized my ideas before writing. ☐ My writing focuses on a specific experience in my life. ☐ Every detail is an important part of my experience. ☐ I used transitions to connect sentences and ideas.
DEVELOPMENT OF IDEAS	☐ I described my experience from beginning to end. ☐ I used specific details to describe my experience. ☐ I told why my experience was important. ☐ I wrote about the reasons for my actions.
USE OF LANGUAGE/ CONVENTIONS	☐ I used specific, descriptive words to support my ideas. ☐ I reread my sentences to be sure they are complete and make sense. ☐ I checked my spelling, capitalization, and punctuation.
NOTES	What did I do well? What can I improve?

Name: _____

STUDENT CHECKLIST: SHORT STORY

ORGANIZATION/ PROGRESSION	☐ I reread the "WRITE" prompt. ☐ I organized my ideas before writing. ☐ My story moves forward in a way that makes sense. ☐ Every detail is an important part of my story. ☐ I used transitions to connect sentences and ideas.
DEVELOPMENT OF IDEAS	☐ My story has a beginning, a middle, and an end. ☐ I used specific details to make my story interesting. ☐ I thought about how to tell my story in an original way. ☐ I described the setting, the characters, and the mood.
USE OF LANGUAGE/ CONVENTIONS	☐ I chose descriptive words to make a strong impact on readers. ☐ I reread my sentences to be sure they are complete and make sense. ☐ I checked my spelling, capitalization, and punctuation.
NOTES	What did I do well? What can I improve?

Name: _____

STUDENT CHECKLIST: POEM

ORGANIZATION/ PROGRESSION	☐ I reread the "WRITE" prompt. ☐ I organized my ideas before writing. ☐ Every detail is an important part of my poem.
DEVELOPMENT OF IDEAS	☐ My poem relates to a specific theme or topic. ☐ I used specific details to make my poem interesting. ☐ I thought about how to write my poem in an original way.
USE OF LANGUAGE/ CONVENTIONS	☐ I chose descriptive words to make a strong impact on readers. ☐ I used rhythm and rhyme to express my ideas. ☐ I checked my spelling, capitalization, and punctuation.
NOTES	What did I do well? What can I improve?

RUBRIC: INFORMATIONAL TEXT

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	- Organizing structure is inappropriate to address prompt. - Central idea is missing, unclear, or illogical. - Essay includes extraneous information and shifting ideas. - Progression of ideas is weak. - Repetition, wordiness, or lack of transitions disrupts flow of essay.	- Organizing structure is somewhat appropriate to address prompt. - Central idea is weak or somewhat unclear. - Essay includes some irrelevant information. - Progression of ideas is not always logical or controlled. - Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of essay.	- Organizing structure is mostly appropriate to address prompt. - Central idea is clear. - Essay includes mostly relevant ideas with only minor lapses in focus. - Progression of ideas is generally logical and controlled. - Most transitions are meaningful and support flow of essay.	- Organizing structure is clearly appropriate to address prompt. - Central idea is clear and precise. - Essay includes relevant, focused ideas that support coherence and unity. - Progression of ideas is logical and well-controlled. - Transitions are meaningful and enhance flow of essay.
Development of Ideas	- Ideas are undeveloped or unrelated. - Details and examples are inappropriate, vague, or insufficient. - Essay is insubstantial and weakly linked to prompt. - Essay demonstrates lack of understanding of informational writing.	- Ideas are minimally developed. - Details and examples are not always appropriate or are only partially presented. - Essay reflects little thoughtfulness and is formulaic. - Essay demonstrates limited understanding of informational writing.	- Ideas are sufficiently developed. - Details and examples are specific and appropriate. - Essay reflects some thoughtfulness and originality. - Essay demonstrates good understanding of informational writing.	- Ideas are effectively developed. - Details and examples are specific and well-chosen. - Essay is thoughtful and engaging. - Essay demonstrates thorough understanding of informational writing.
Use of Language/ Conventions	- Word choice is vague or limited. - Sentences are simplistic, awkward, or uncontrolled. - Essay includes limited use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay includes numerous errors that disrupt fluency or interfere with meaning.	- Word choice is general or imprecise. - Sentences are awkward or somewhat uncontrolled. - Essay includes partial use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay includes some errors that create minor disruptions in fluency or meaning.	- Word choice is clear and specific. - Sentences are varied and adequately controlled. - Essay includes adequate use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay includes some errors that do not disrupt fluency or affect clarity.	- Word choice is purposeful and precise. - Sentences are purposeful, varied, and well-controlled. - Essay includes consistent use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay includes minor errors that do not detract from fluency or clarity.

RUBRIC: PROCEDURAL TEXT

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	- Organizing structure is inappropriate to address prompt. - Central idea is missing, unclear, or illogical. - Essay has extraneous information and shifting ideas. - Progression of ideas is weak. - Repetition, wordiness, or lack of transitions disrupts flow of essay.	- Organizing structure is somewhat appropriate to address prompt. - Central idea is weak or somewhat unclear. - Essay has some irrelevant information. - Progression of ideas is not always logical or controlled. - Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of essay.	- Organizing structure is mostly appropriate to address prompt. - Central idea is clear. - Essay has mostly relevant ideas with only minor lapses in focus. - Progression of ideas is generally logical and controlled. - Most transitions are meaningful and support flow of essay.	- Organizing structure is clearly appropriate to address prompt. - Central idea is clear and precise. - Relevant, focused ideas support coherence and unity. - Progression of ideas is logical and well-controlled. - Transitions are meaningful and enhance flow of essay.
Development of Ideas	- Ideas are undeveloped or unrelated. - Details and examples are inappropriate, vague, or insufficient. - Essay is insubstantial and weakly linked to prompt. - Essay demonstrates lack of understanding of expository writing.	- Ideas are minimally developed. - Details and examples are not always appropriate or are only partially presented. - Essay reflects little thoughtfulness and is formulaic. - Essay demonstrates limited understanding of expository writing.	- Ideas are sufficiently developed. - Details and examples are specific and appropriate. - Essay reflects some thoughtfulness and originality. - Essay demonstrates good understanding of expository writing.	- Ideas are effectively developed. - Details and examples are specific and well-chosen. - Essay is thoughtful and engaging. - Essay demonstrates thorough understanding of expository writing.
Use of Language/ Conventions	- Word choice is vague or limited. - Sentences are simplistic, awkward, or uncontrolled. - Essay has limited use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has numerous errors that disrupt fluency or interfere with meaning.	- Word choice is general or imprecise. - Sentences are awkward or somewhat uncontrolled. - Essay has partial use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has some errors that create minor disruptions in fluency or meaning.	- Word choice is clear and specific. - Sentences are varied and adequately controlled. - Essay has adequate use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has some errors that do not disrupt fluency or affect clarity.	- Word choice is purposeful and precise. - Sentences are purposeful, varied, and well-controlled. - Essay has consistent use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has minor errors that do not detract from fluency or clarity.

RUBRIC: ARGUMENTATIVE TEXT

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	- Organizing structure is inappropriate to address prompt. - Writer's position is missing, unclear, or illogical. - Essay has extraneous information and shifting ideas. - Progression of ideas is weak. - Repetition, wordiness, or lack of transitions disrupts flow of essay.	- Organizing structure is somewhat appropriate to address prompt. - Writer's position is weak or somewhat unclear. - Essay has some irrelevant information. - Progression of ideas is not always logical or controlled. - Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of essay.	- Organizing structure is mostly appropriate to address prompt. - Writer's position is clear. - Essay has mostly relevant ideas with only minor lapses in focus. - Progression of ideas is generally logical and controlled. - Most transitions are meaningful and support flow of essay.	- Organizing structure is clearly appropriate to address prompt. - Writer's position is clear and precise. - Relevant, focused ideas support coherence and unity. - Progression of ideas is logical and well-controlled. - Transitions are meaningful and enhance flow of essay.
Development of Ideas	- Ideas are undeveloped or unrelated. - Reasons and evidence are inappropriate, vague, or insufficient. - Essay is insubstantial and weakly linked to prompt. - Essay demonstrates lack of understanding of expository writing.	- Ideas are minimally developed. - Reasons and evidence are not always appropriate or are only partially presented. - Essay reflects little thoughtfulness and is formulaic. - Essay demonstrates limited understanding of expository writing.	- Ideas are sufficiently developed. - Reasons and evidence are specific and appropriate. - Essay reflects some thoughtfulness and originality. - Essay demonstrates good understanding of expository writing.	- Ideas are effectively developed. - Reasons and evidence are specific and well-chosen. - Essay is thoughtful and engaging. - Essay demonstrates thorough understanding of expository writing.
Use of Language/ Conventions	- Word choice is vague or limited. - Sentences are simplistic, awkward, or uncontrolled. - Essay has limited use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has numerous errors that disrupt fluency or interfere with meaning.	- Word choice is general or imprecise. - Sentences are awkward or somewhat uncontrolled. - Essay has partial use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has some errors that create minor disruptions in fluency or meaning.	- Word choice is clear and specific. - Sentences are varied and adequately controlled. - Essay has adequate use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has some errors that do not disrupt fluency or affect clarity.	- Word choice is purposeful and precise. - Sentences are purposeful, varied, and well-controlled. - Essay has consistent use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has minor errors that do not detract from fluency or clarity.

RUBRIC: CORRESPONDENCE

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	- Organizing structure is inappropriate to address prompt. - Request for information is missing, unclear, or illogical. - Essay does not include date, salutation, and closing. - Progression of ideas is weak. - Repetition, wordiness, or lack of transitions disrupts flow of essay.	- Organizing structure is somewhat appropriate to address prompt. - Request for information is weak or somewhat unclear. - Essay includes incomplete date, salutation, and closing. - Progression of ideas is not always logical or controlled. - Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of essay.	- Organizing structure is mostly appropriate to address prompt. - Request for information is clear. - Essay has mostly relevant ideas with only minor lapses in focus. - Progression of ideas is generally logical and controlled. - Most transitions are meaningful and support flow of essay. - Essay includes complete date, salutation, and closing.	- Organizing structure is clearly appropriate to address prompt. - Request for information is clear and precise. - Relevant, focused ideas support coherence and unity. - Progression of ideas is logical and well-controlled. - Transitions are meaningful and enhance flow of essay. - Essay includes complete date and unique salutation and closing.
Development of Ideas	- Ideas are undeveloped or unrelated. - Questions are inappropriate, vague, or insufficient. - Essay is insubstantial and weakly linked to prompt. - Essay demonstrates lack of understanding of letter writing.	- Ideas are minimally developed. - Questions are not always appropriate or are only partially presented. - Essay reflects little thoughtfulness and is formulaic. - Essay demonstrates limited understanding of letter writing.	- Ideas are sufficiently developed. - Questions are specific and appropriate. - Essay reflects some thoughtfulness and originality. - Essay demonstrates good understanding of letter writing.	- Ideas are effectively developed. - Questions are specific and well-chosen. - Essay is thoughtful and engaging. - Essay demonstrates thorough understanding of letter writing.
Use of Language/ Conventions	- Word choice is vague or limited. - Sentences are simplistic, awkward, or uncontrolled. - Essay has limited use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has numerous errors that disrupt fluency or interfere with meaning.	- Word choice is general or imprecise. - Sentences are awkward or somewhat uncontrolled. - Essay has partial use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has some errors that create minor disruptions in fluency or meaning.	- Word choice is clear and specific. - Sentences are varied and adequately controlled. - Essay has adequate use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has some errors that do not disrupt fluency or affect clarity.	- Word choice is purposeful and precise. - Sentences are purposeful, varied, and well-controlled. - Essay has consistent use of correct spelling, capitalization, punctuation, and grammar conventions. - Essay has minor errors that do not detract from fluency or clarity.

RUBRIC: PERSONAL NARRATIVE

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	- Organizing structure is inappropriate to address prompt. - Focus of narrative lacks specific personal experience. - Narrative presentation is weak. - Many details do not contribute to narrative. - Repetition, wordiness, or lack of transitions disrupts story line.	- Organizing structure is somewhat appropriate to address prompt. - Narrative has a limited focus on a specific personal experience. - Narrative presentation is inconsistent. - Some details do not contribute to narrative. - Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of story line.	- Organizing structure is mostly appropriate to address prompt. - Narrative has a generally sustained focus on a specific personal experience. - Narrative presentation is adequately controlled. - Most details contribute to narrative. - Most transitions are meaningful and support flow of story line.	- Organizing structure is clearly appropriate to address prompt. - Narrative has a sustained focus on a specific personal experience. - Narrative presentation is well-controlled. - All details contribute to narrative. - Transitions are meaningful and enhance flow of story line.
Development of Ideas	- Portrayal of experience is undeveloped. - Details are inappropriate, vague, or insufficient. - Narrative is insubstantial and weakly linked to prompt. - Narrative does not establish realistic situation or motivation for actions.	- Portrayal of experience is minimally developed. - Details are not always appropriate or are too general. - Narrative is formulaic and conveys little sense of why experience was important. - Narrative minimally establishes realistic situation or motivation for actions.	- Portrayal of experience is developed. - Details are specific and add substance. - Narrative reflects some thoughtfulness and some sense of why experience was important. - Narrative establishes realistic situation and motivation for actions.	- Portrayal of experience is well-developed. - Details are specific, well-chosen, and significant. - Narrative is thoughtful and engaging and reflects good sense of why experience was important. - Narrative establishes realistic situation and clear motivation for actions.
Use of Language/ Conventions	- Word choice is vague or limited. - Sentences are simplistic, awkward, or uncontrolled. - Narrative has limited use of correct spelling, capitalization, punctuation, and grammar conventions. - Narrative has numerous errors that disrupt fluency or interfere with meaning.	- Word choice is general or imprecise. - Sentences are awkward or somewhat uncontrolled. - Narrative has partial use of correct spelling, capitalization, punctuation, and grammar conventions. - Narrative has some errors that create minor disruptions in fluency or meaning.	- Word choice is specific and concrete. - Sentences are varied and adequately controlled. - Narrative has adequate use of correct spelling, capitalization, punctuation, and grammar conventions. - Narrative has some errors that do not disrupt fluency or affect clarity.	- Word choice is vivid and expressive. - Sentences are purposeful, varied, and well-controlled. - Narrative has consistent use of correct spelling, capitalization, punctuation, and grammar conventions. - Narrative has minor errors that do not detract from fluency or clarity.

RUBRIC: SHORT STORY

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	- Organizing structure is inappropriate to address prompt. - Story lacks focus on a specific concept. - Story arc is weak. - Many details do not contribute to story. - Repetition, wordiness, or lack of transitions disrupts story line.	- Organizing structure is somewhat appropriate to address prompt. - Story has limited focus on a specific concept. - Story arc is inconsistent. - Some details do not contribute to story. - Some repetition, wordiness, or lack of transitions causes minor disruptions in flow of story line.	- Organizing structure is mostly appropriate to address prompt. - Story has a generally sustained focus on a specific concept. - Story arc is adequately controlled. - Most details contribute to story. - Most transitions are meaningful and support flow of story line.	- Organizing structure is clearly appropriate to address prompt. - Story has a sustained focus on a specific concept. - Story arc is well-controlled. - All details contribute to story. - Transitions are meaningful and enhance flow of story line.
Development of Ideas	- Plot is undeveloped. - Details are inappropriate, vague, or insufficient. - Story concept is insubstantial and weakly linked to prompt. - Story does not develop setting, characters, or mood.	- Plot is minimally developed. - Details are not always appropriate or are too general. - Story concept is formulaic. - Story minimally develops setting, characters, or mood.	- Plot is developed. - Details are specific and add substance. - Story concept reflects some thoughtfulness and originality. - Story develops setting, characters, and mood.	- Plot is well-developed. - Details are specific, well-chosen, and significant. - Story concept is thoughtful, engaging, and original. - Story develops detailed setting, varied characters, and mood that enhance story concept.
Use of Language/ Conventions	- Word choice is vague or limited. - Sentences are simplistic, awkward, or uncontrolled. - Story has limited use of correct spelling, capitalization, punctuation, and grammar conventions. - Story has numerous errors that disrupt fluency or interfere with meaning.	- Word choice is general or imprecise. - Sentences are awkward or somewhat uncontrolled. - Story has partial use of correct spelling, capitalization, punctuation, and grammar conventions. - Story has some errors that create minor disruptions in fluency or meaning.	- Word choice is specific and concrete. - Sentences are varied and adequately controlled. - Story has adequate use of correct spelling, capitalization, punctuation, and grammar conventions. - Story has some errors that do not disrupt fluency or affect clarity.	- Word choice is vivid and expressive. - Sentences are purposeful, varied, and well-controlled. - Story has consistent use of correct spelling, capitalization, punctuation, and grammar conventions. - Story has minor errors that do not detract from fluency or clarity.

RUBRIC: POEM

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	- Organizing structure is inappropriate to address prompt. - Poem lacks focus on specific theme or topic. - Many details do not contribute to theme or topic.	- Organizing structure is somewhat appropriate to address prompt. - Poem has limited focus on specific theme or topic. - Some details do not contribute to theme or topic.	- Organizing structure is mostly appropriate to address prompt. - Poem has generally sustained focus on specific theme or topic. - Most details contribute to theme or topic.	- Organizing structure is clearly appropriate to address prompt. - Poem has sustained focus on specific theme or topic. - All details contribute to theme or topic.
Development of Ideas	- Theme or topic is undeveloped. - Details are inappropriate, vague, or insufficient. - Poem is insubstantial and weakly linked to prompt.	- Theme or topic is minimally developed. - Details are not always appropriate or are too general. - Poem is formulaic.	- Theme or topic is developed. - Details are specific and add substance. - Poem reflects some thoughtfulness and originality.	- Theme or topic is well-developed. - Details are specific, well-chosen, and significant. - Poem is thoughtful, engaging, and original.
Use of Language/ Conventions	- Word choice is vague or limited. - Lines are simplistic, awkward, or uncontrolled. - Poem has limited use of correct spelling, capitalization, and punctuation conventions. - Poem has numerous errors that disrupt fluency or interfere with meaning.	- Word choice is general or imprecise. - Lines are awkward or somewhat uncontrolled. - Poem has occasional use of correct spelling, capitalization, and punctuation conventions. - Poem has some errors that create minor disruptions in fluency or meaning.	- Word choice is specific and concrete. - Lines are varied and adequately controlled. - Poem has adequate use of correct spelling, capitalization, and punctuation conventions. - Poem has some errors that do not disrupt fluency or affect clarity.	- Word choice is vivid and expressive. - Lines are purposeful, varied, and well-controlled. - Poem has consistent use of correct spelling, capitalization, and punctuation conventions. - Poem has minor errors that do not detract from fluency or clarity.

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT

Prompt Type	Title	Primary Core5 Theme	Core5 Activity and Level	TEKS Standards
Informational Text	Traditions	Music and Culture	Text Connections 3 (L18)	TEKS 3.6(E) make connections to personal experiences, ideas in other texts, and society
	Technology	Advances in Technology	Passage Comprehension 4 (L16)	TEKS 4.6(E) make connections to personal experiences, ideas in other texts, and society
	Plastics	What Happens to Ecosystems When Environments Change?	Passage Comprehension 5 (L17)	TEKS 5.6(E) make connections to personal experiences, ideas in other texts, and society
	Adaptations	Animals, Ready to Detect?	Passage Comprehension 4 (L16)	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 TEKS 4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear and central idea and genre characteristics and craft 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

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT *continued*

Prompt Type	Title	Primary Core5 Theme	Core5 Activity and Level	TEKS Standards
Procedural Text	Planning	Problem or Opportunity?	Passage Comprehension 2 (L13)	TEKS 3.6(E) make connections to personal experiences, ideas in other texts, and society
	Rules	Fair or Unfair?	Passage Comprehension 2 (L13)	TEKS 4.6(E) make connections to personal experiences, ideas in other texts, and society
	School Success	What We Can Achieve	Passage Comprehension 2 (L13)	TEKS 5.6(E) make connections to personal experiences, ideas in other texts, and society
				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 TEKS 4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear and central idea and genre characteristics and craft 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

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT *continued*

Prompt Type	Title	Primary Core5 Theme	Core5 Activity and Level	TEKS Standards
Argumentative Text	Technology	Technology: Helpful or Harmful?	Passage Comprehension 3 (L14)	TEKS 3.6(E) make connections to personal experiences, ideas in other texts, and society
	Class Pet	People and Animals: Conflict and Cooperation	Passage Comprehension 6 (L19)	TEKS 4.6(E) make connections to personal experiences, ideas in other texts, and society
	Homework	Compromise Through Communication	Text Connections 4 (L21)	TEKS 5.6(E) make connections to personal experiences, ideas in other texts, and society
				TEKS 3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft TEKS 4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft TEKS 5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT *continued*

Prompt Type	Title	Primary Core5 Theme	Core5 Activity and Level	TEKS Standards
Correspondence	Mount St. Helens	The Power of Weather	Passage Comprehension 6 (L19)	TEKS 3.6(E) make connections to personal experiences, ideas in other texts, and society
	National Park	How Environments Influence Culture	Passage Comprehension 5 (L17)	TEKS 4.6(E) make connections to personal experiences, ideas in other texts, and society
				TEKS 5.6(E) make connections to personal experiences, ideas in other texts, and society
				TEKS 3.12(D) compose correspondence such as thank-you notes or letters
				TEKS 4.12(D) compose correspondence that requests information
				TEKS 5.12(D) compose correspondence that requests information

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT *continued*

Prompt Type	Title	Primary Core5 Theme	Core5 Activity and Level	TEKS Standards
Personal Narrative	Natural World	The Science and Beauty of Light	Passage Comprehension 5 (L17)	TEKS 3.6(E) make connections to personal experiences, ideas in other texts, and society
	First Impressions	First Impressions	Passage Comprehension 4 (L16)	TEKS 4.6(E) make connections to personal experiences, ideas in other texts, and society
	Fable	The Inspiration Behind Words and Expressions	Passage Comprehension 5 (L17)	TEKS 5.6(E) make connections to personal experiences, ideas in other texts, and society
	Persistence	Benefits of Performance	Passage Comprehension 5 (L17)	TEKS 3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft TEKS 4.12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft TEKS 5.12(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT *continued*

Prompt Type	Title	Primary Core5 Theme	Core5 Activity and Level	TEKS Standards
Short Story	Kindness	Showing Appreciation	Passage Comprehension 3 (L14)	TEKS 3.6(E) make connections to personal experiences, ideas in other texts, and society
	Traditional Tales	What Motivates Characters and Authors	Text Connections 3 (L18)	TEKS 4.6(E) make connections to personal experiences, ideas in other texts, and society
Poem	Senses	How We Perceive and Process the World	Passage Comprehension 5 (L17)	TEKS 5.6(E) make connections to personal experiences, ideas in other texts, and society
		What Affects Climate?	Passage Comprehension 4 (L16)	TEKS 3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
	Weather			TEKS 4.12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft TEKS 5.12(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft