

Proclamation 2019 Breakouts to the Texas Essential Knowledge and Skills (TEKS):
Student/Teacher Material

Knowledge and Skills Statement	Student Expectation	Breakout
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(1) Developing and sustaining foundational

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(ii) ask clarifying questions
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(iii) respond appropriately
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow and give oral instructions that include multiple action steps	(i) follow oral instructions that include multiple action steps
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow and give oral instructions that include multiple action steps	(ii) give oral instructions that include multiple action steps

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ix) give an organized presentation with a specific stance, employing natural gestures to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(x) give an organized presentation with a specific position, employing natural gestures to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(xi) give an organized presentation with a specific stance, employing conventions of language to communicate ideas effectively
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(xii) give an organized presentation with a specific position, employing conventions of language to communicate ideas effectively

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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech</p>	<p>(v) use print or digital resources to determine part of speech</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(B) use context such as definition, analogy, and examples to clarify the meaning of words</p>	<p>(i) use context to clarify the meaning of words</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus</p>	<p>(i) determine the meaning of grade-level academic English words derived from Greek roots</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus</p>	<p>(ii) determine the meaning of grade-lev-1.1(l)3.1(i)3.2(s)-8.1(t) language skills: listening, speaking, reading,</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus</p>	<p>(iv) determine the usage of grade-level academic English words derived from Latin roots</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.</p>	<p>[A] adjust fluency when reading grade-level text based on the reading purpose</p>	<p>(i) adjust fluency when reading grade-level text based on the reading purpose</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(i) self-select text</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(ii) read independently for a sustained period of time</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(iii) generate questions about text after reading to deepen understanding</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(iv) generate questions about text before reading to gain information</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(v) generate questions about text during reading to gain information</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p>	<p>(vi) generate questions about text after reading to gain information</p>



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<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(ii) make connections to ideas in other texts</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society</p>	<p>(iii) make connections to society</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(F) make inferences and use evidence to support understanding</p>	<p>(i) make inferences to support understanding</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(F) make inferences and use evidence to support understanding</p>	<p>(ii) use evidence to support understanding</p>

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<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(G) evaluate details read to determine key ideas</p>	<p>(i) evaluate details read to determine key ideas</p>
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>(H) synthesize information to create new</p>	

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(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources, including self-selected texts	(i) describe personal connections to a variety of sources, including self-selected texts
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	(i) write responses that demonstrate understanding of texts, including comparing sources within genres
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	(ii) write responses that demonstrate understanding of texts, including comparing sources across genres
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response

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(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(i) paraphrase texts in ways that maintain meaning
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(ii) paraphrase texts in ways that maintain logical order
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(iii) summarize texts in ways that maintain meaning
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(iv) summarize texts in ways that maintain logical order

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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(B) analyze how the characters' internal and external responses develop the plot</p>	<p>(i) analyze how the characters' internal responses develop the plot</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(B) analyze how the characters' internal and external responses develop the plot</p>	<p>(ii) analyze how the characters' external responses develop the plot</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback</p>	<p>(i) analyze plot elements, including rising action</p>

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<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback</p>	<p>(ii) analyze plot elements, including climax</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback</p>	<p>(iii) analyze plot elements, including falling action</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>		

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<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms</p>	<p>(i) analyze the effect of meter across a variety of poetic forms</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms</p>	<p>(ii) analyze the effect of structural elements across a variety of poetic forms</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(C) analyze how playwrights develop characters through dialogue and staging</p>	<p>(i) analyze how playwrights develop characters through dialogue</p>

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<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(C) analyze how playwrights develop characters through dialogue and staging</p>	<p>(ii) analyze how playwrights develop characters through staging</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage</p>	<p>(i) analyze characteristics of informational text, including the controlling idea or thesis with supporting evidence</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage</p>	<p>(ii) analyze characteristics of informational text, including features to gain background information</p>

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<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) analyze characteristics and structural elements of informational text, including:</p> <ul style="list-style-type: none"> (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage 	<p>(iii) analyze characteristics of informational text, including organizational patterns</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classic genre-specific characteristics, structures,</p>	<p>(D) analyze characteristics and structural elements of informational text, including:</p>	



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(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(E) analyze characteristics and structures of argumentative text by:
(i) identifying the claim;
(ii) explaining how the author uses various types

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<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(i) explain the author's purpose</p>
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(ii) explain the author's message within a text</p>
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(B) analyze how the use of text structure contributes to the author's purpose</p>	<p>(i) analyze how the use of text structure contributes to the author's purpose</p>

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<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose</p>	<p>(i) identify the use of literary devices, including omniscient point of view, to achieve a specific purpose</p>
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose</p>	<p>(ii) identify the use of literary devices, including limited point of view, to achieve a specific purpose</p>
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(F) analyze how the author's use of language contributes to mood and voice</p>	<p>(i) analyze how the author's use of language contributes to mood</p>

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence within paragraphs</p>

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(iv) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence across paragraphs</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(v) develop drafts into a focused piece of writing 1(ur)-6.4(e.)-1 recursively to compose multiple texts ihat ar4 legibl2 and us appropriate conventions. The student is expected to:</p>

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(x) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(xi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(xii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions</p>

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(xvi) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(xvii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> (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 and details 	<p>(xviii) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts</p>

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(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(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 and details

(xix) develop drece of writing by:

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<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(i) revise drafts for clarity</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(ii) revise drafts for development</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(iii) revise drafts for organization</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>	<p>(iv) revise drafts for style</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (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) 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; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(iv) edit drafts using standard English conventions, including complete complex sentences with avoidance of fragments</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(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;

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:



Knowledge and Skills Statement	Student Expectation	Breakout
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(D) edit drafts using standard English conventions, including:
(i) complete complex sentences with subject-verb

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (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) 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; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(viii) edit drafts using standard English conventions, including prepositional phrases</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (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) 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 	

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (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) 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; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(x) edit drafts using standard English conventions, including pronouns, including relative</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (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 7e(i)3.1(onal)



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (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) 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; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(xiv) edit drafts using standard English conventions, including capitalization of proper nouns, including initials</p>



Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (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) 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; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(xvi) edit drafts using standard English conventions, including capitalization of proper nouns, including organizations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (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) 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; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(xvii) edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(D) edit drafts using standard English conventions, including:
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons,

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (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) 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; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too 	<p>(xx) edit drafts using standard English conventions, including correct spelling, including commonly confused terms</p>
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(E) publish written work for appropriate audiences</p>	<p>(i) publish written work for appropriate audiences</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p>	<p>(i) compose literary texts using genre characteristics</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p>	<p>(ii) compose literary texts using craft</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft</p>	<p>(i) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft</p>	<p>(ii) compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft</p>	<p>(iii) compose informational texts, including multi-paragraph essays that convey information about a topic, using craft</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft</p>	<p>(i) compose multi-paragraph argumentative texts using genre characteristics</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft</p>		

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry</p>	<p>(i) generate student-selected questions for formal inquiry</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry</p>	<p>(ii) generate student-selected questions for informal inquiry</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry</p>	<p>(iii) generate teacher-guided questions for formal inquiry</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry</p>	<p>(iv) generate teacher-guided questions for informal inquiry</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(B) develop and revise a plan</p>	<p>(i) develop a plan</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(B) develop and revise a plan</p>	<p>(ii) revise a plan</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions</p>	<p>(i) refine the major research question, if necessary, guided by the answers to a secondary set of questions</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(D) identify and gather relevant information from a variety of sources</p>	<p>(i) identify relevant information from a variety of sources</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(D) identify and gather relevant information from a variety of sources</p>	<p>(ii) gather relevant information from a variety of sources</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(E) differentiate between primary and secondary sources</p>	<p>(i) differentiate between primary and secondary sources</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(F) synthesize information from a variety of sources</p>	<p>(i) synthesize information from a variety of sources</p>
<p>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>(G) differentiate between paraphrasing and plagiarism when using source materials</p>	<p>(i) differentiate between paraphrasing and plagiarism when using source materials</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(I) display academic citations and use source materials ethically	(i) display academic citations
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(I) display academic citations and use source materials ethically	(ii) use source materials ethically
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results