

NEW Language Arts and Reading TEKS (Adopted 2017) Introduction

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on **academic oracy** (proficiency in oral expression and comprehension), **authentic reading**, and **reflective writing** to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

STRAND 1: Developing & sustaining foundational language skills: listening, speaking, discussion, & thinking--oral language. The student develops oral language through listening, speaking, & discussion. The student is expected to:						
Grade 6 110.22.1	Grade 7 110.23.1	Grade 8 110.24.1	Grade 9 110.36.1	Grade 10 110.37.1	Grade 11 110.38.1	Grade 12 110.39.1
(A) Listen actively to interpret a message, ask clarifying questions, and respond appropriately;	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;	(A) listen actively to interpret a message by summarizing, asking questions, and making comments;	(A) engage in meaningful & respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences & purposes;		(A) engage in meaningful & respectful discourse when evaluating the clarity & coherence of a speaker's message & critiquing the impact of a speaker's use of diction and syntax;	(A) engage in meaningful & respectful discourse when evaluating the clarity & coherence of a speaker's message & critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;
(B) follow and give oral instructions that include multiple action steps;	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;		(B) follow & give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;		(B) follow & give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	
(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; and	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	(C) give a presentation using informal, formal, & technical language effectively to meet the needs of audience, purpose, & occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, & conventions of language to communicate ideas effectively; and	(C) give a formal presentation that incorporates a clear thesis & a logical progression of valid evidence from reliable sources & that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, & conventions of language to communicate ideas effectively; and	(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, & rhetorical devices & that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, & conventions of language to communicate ideas effectively; and	(C) formulate sound arguments & present using elements of classical speeches such as introduction, first & second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, & conventions of language to

						communicate ideas effectively; and
(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.	(D) engage in meaningful discourse and provide and accept constructive feedback from others.	(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, & setting ground rules for decision making.		(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant & insightful questions, tolerating a range of positions & ambiguity in decision making, & evaluating the work of the group based on agreed-upon criteria.	

STRAND 1: Developing & sustaining foundational language skills: listening, speaking, reading, writing, & thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:						
Grade 6 110.22.2	Grade 7 110.23.2	Grade 8 110.24.2	Grade 9 110.36.2	Grade 10 110.37.2	Grade 11 110.38.2	Grade 12 110.39.2
(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;			(A) use print or digital resources such as glossaries or technical dictionaries to clarify & validate understanding of the precise & appropriate meaning of technical or discipline-based vocabulary;		(A) use print or digital resources to clarify & validate understanding of multiple meanings of advanced vocabulary;	
(B) use context such as definition, analogy, and examples to clarify the meaning of words; and	(B) use context such as contrast or cause and effect to clarify the meaning of words; and	(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and	(B) analyze context to distinguish between the denotative & connotative meanings of words; and	(B) analyze context to distinguish among denotative, connotative, & figurative meanings of words; and	(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and	
(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, scribe/script, and jur/jus.	(C)determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	(C)determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.	(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, & quid pro quo.	(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, & coup d'état.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, & modus operandi.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, & caveat emptor.

STRAND 1: 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:						
Grade 6 110.22.3	Grade 7 110.23.3	Grade 8 110.24.3	Grade 9 110.36	Grade 10 110.37	Grade 11 110.38	Grade 12 110.39
(A) adjust fluency when reading grade-level text based on the reading purpose.	(A) adjust fluency when reading grade-level text based on the reading purpose.	(A) adjust fluency when reading grade-level text based on the reading purpose.				

STRAND 1: Developing & sustaining foundational language skills: listening, speaking, reading, writing, & thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:						
Grade 6 110.22.4	Grade 7 110.23.4	Grade 8 110.24.4	Grade 9 110.36.3	Grade 10 110.37.3	Grade 11 110.38.3	Grade 12 110.39.3
self-select texts and read independently for a sustained period of time.						

STRAND 2: Comprehension skills: listening, speaking, reading, writing, & thinking using multiple texts. The student uses metacognitive skills to both develop & deepen comprehension of increasingly complex texts. The student is expected to:						
Grade 6 110.22.5	Grade 7 110.23.5	Grade 8 110.24.5	Grade 9 110.36.4	Grade 10 110.37.4	Grade 11 110.38.4	Grade 12 110.39.4
(A) establish purpose for reading assigned & self-selected texts;						
(B) generate questions about text before, during, & after reading to deepen understanding & gain information;						
(C) make, correct or confirm predictions using text features, characteristics of genre, & structures;						
(D) create mental images to deepen understanding;						
(E) make connections to personal experiences, ideas in other texts, & society;						
(F) make inferences & use evidence to support understanding;						
(G) evaluate details read to determine key ideas;						
(H) synthesize information to create new understanding; and			(H) synthesize information from two texts to create new understanding; and	(H) synthesize information from multiple texts to create new understanding; and	(H) synthesize information from a variety of text types to create new understanding; and	
(I) monitor comprehension & make adjustments such as re-reading, using background knowledge, asking questions, & annotating when understanding breaks down.					(I) monitor comprehension & make adjustments such as re-reading, using background knowledge, asking questions, annotating, & using outside sources when understanding breaks down.	

STRAND 3: Response skills: listening, speaking, reading, writing, & 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:						
Grade 6 110.22.6	Grade 7 110.23.6	Grade 8 110.24.6	Grade 9 110.36.5	Grade 10 110.37.5	Grade 11 110.38.5	Grade 12 110.39.5
(A) describe personal connections to a variety of sources, including self-selected texts;						
(B) write responses that demonstrate understanding of texts, including comparing texts within & across genres;					(B) write responses that demonstrate analysis of texts, including comparing texts within & across genres;	
(C) use text evidence to support an appropriate response;			(C) use text evidence & original commentary to support a comprehensive response;	(C) use text evidence & original commentary to support an interpretive response;	(C) use text evidence & original commentary to support an analytic response;	(C) use text evidence & original commentary to support an evaluative response;
(D) paraphrase & summarize texts in ways that maintain meaning & logical order;						
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;						
(F) respond using acquired content & academic vocabulary as appropriate;						
(G) discuss & write about the explicit & implicit meanings of text;						
(H) respond orally or in writing with appropriate register, vocabulary, tone, & voice;					(H) respond orally or in writing with appropriate register & effective vocabulary, tone, & voice;	(H) respond orally or in writing with appropriate register & purposeful vocabulary, tone, & voice;
(I) reflect on & adjust responses when valid evidence warrants; and						
			(J) defend or challenge the authors' claims using relevant text evidence.			

STRAND 4: Multiple genres: listening, speaking, reading, writing, & thinking using multiple texts--literary elements. The student recognizes & analyzes literary elements within & across increasingly complex traditional, contemporary, classical, & diverse literary texts. The student is expected to:						
Grade 6 110.22.7	Grade 7 110.23.7	Grade 8 110.24.7	Grade 9 110.36.6	Grade 10 110.37.6	Grade 11 110.38.6	Grade 12 110.39.6
(A) infer multiple themes within and across texts using text evidence;		(A) analyze how themes are developed through the interaction of characters and events;	(A) analyze how themes are developed through characterization & plot in a variety of literary texts;	(A) analyze how themes are developed through characterization & plot, including comparing similar themes in a variety of literary texts representing different cultures;	(A) analyze relationships among thematic development, characterization, point of view, significance of setting, & plot in a variety of literary texts;	
(B) analyze how the characters' internal and external responses develop the plot;		(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;	(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	(B) analyze how authors develop complex yet believable characters, including archetypes, through historical & cultural settings & events;	(B) analyze how characters' behaviors & underlying motivations contribute to moral dilemmas that influence the plot & theme;	
(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and	(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and	(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, & parallel plot structures & compare it to linear plot development; and		(C) analyze isolated scenes & their contribution to the success of the plot as a whole; and	(C) evaluate how different literary elements shape the author's portrayal of the plot; and	(C) critique & evaluate how complex plot structures such as subplots contribute to & advance the action; and
(D) analyze how the setting, including historical and cultural settings, influences character and plot development.	(D) analyze how the setting influences character and plot development.	(D) explain how the setting influences the values and beliefs of characters.	(D) analyze how the setting influences the theme.	(D) analyze how historical & cultural settings influence characterization, plot, & theme across texts.	(D) analyze how the historical, social, & economic context of setting(s) influences the plot, characterization, & theme.	

STRAND 4: Multiple genres: listening, speaking, reading, writing, & thinking using multiple texts--genres. The student recognizes & analyzes genre-specific characteristics, structures, & purposes within & across increasingly complex traditional, contemporary, classical, & diverse texts. The student is expected to:						
Grade 6 110.22.8	Grade 7 110.23.8	Grade 8 110.24.8	Grade 9 110.36.7	Grade 10 110.37.7	Grade 11 110.38.7	Grade 12 110.39.7
(A) demonstrate knowledge of lit. genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	(A) demonstrate knowledge of lit. genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;	(A) demonstrate knowledge of lit. genres such as realistic fiction, adventure stories, hist. fiction, short stories, mysteries, humor, fantasy, & science fiction;	(A) read & respond to American, British, & world literature;	(A) read & analyze world literature across literary periods;	(A) read & analyze American literature across literary periods;	(A) read & analyze British literature across literary periods;
(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;	(B) analyze the structure, prosody, & graphic elements such as line length & word position in poems across a variety of poetic forms;	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, & eye; & other conventions in poems across a variety of poetic forms;	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, & sound devices in poems across a variety of poetic forms;	(B) analyze the effects of sound, form, figurative language, graphics, & dramatic structure in poetry across literary time periods & cultures;
(C) analyze how playwrights develop characters through dialogue and staging;		(C) analyze how playwrights develop dramatic action through the use of acts and scenes;	(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, & satire;		(C) analyze how the relationships among dramatic elements advance the plot;	(C) analyze & evaluate how the relationships among the dramatic elements advance the plot;
(D) analyze characteristics & structural elements of informational texts such as:						(D) critique & eval. characteristics & structural elements of inform. texts such as:
(i) the controlling idea or thesis with supporting evidence;			(i) clear thesis, relevant supporting evidence, pertinent examples, & conclusion; and		(i) clear thesis, strong supporting evidence, pertinent examples,	(i) clear thesis, effective supporting evidence, pertinent examples,

					commentary, summary, & conclusion; and	commentary, summary, & conclusion; and
(ii) features such as intro, foreword, preface, references, or acknowledgements to gain background information; and	(ii) features such as references or acknowledgements; and	(ii) features such as footnotes, endnotes, and citations; and				
(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	(iii) organizational patterns that support multiple topics, categories, and subcategories;	(iii) multiple organizational patterns within a text to develop the thesis;	(ii) multiple organizational patterns within a text to develop the thesis;	(ii) the relationship between organizational design & thesis;	(ii) the relationship between organizational design & author's purpose;	
(E) analyze characteristics and structures of argumentative text by:			(E) analyze characteristics & structural elements of argumentative texts such as:			(E) critique & evaluate characteristics & structural elements of argumentative texts such as:
(i) identifying the claim;		(i) identifying the claim & analyzing the argument;	(i) clear arguable claim, appeals, & convincing conclusion;		(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, & call to action;	
(ii) explaining how the author uses various types of evidence to support the argument;	(ii) explaining how the author uses various types of evidence & consideration of alternatives to support the argument; and	(ii) identifying and explaining the counter argument; and	(ii) various types of evidence & treatment of counterarguments, including concessions & rebuttals; and			
(iii) identifying the intended audience or reader; and			(iii) identifiable audience or reader; and			
(F) analyze characteristics of multimodal & digital texts.					(F) analyze the effectiveness of characteristics of multimodal & digital texts.	(F) critique & evaluate the effectiveness of characteristics of multimodal & digital texts.

STRAND 5: Author's purpose & craft: listening, speaking, reading, writing, & thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices & how they influence & communicate meaning within a variety of texts. The student analyzes & applies author's craft purposefully in order to develop his or her own products & performances. The student is expected to:						
Grade 6 110.22.9	Grade 7 110.23.9	Grade 8 110.24.9	Grade 9 110.36.8	Grade 10 110.37.8	Grade 11 110.38.8	Grade 12 110.39.8
(A) explain the author's purpose and message within a text;			(A) analyze the author's purpose, audience, & message within a text;			(A) evaluate the author's purpose, audience, & message within a text;
(B) analyze how the use of text structure contributes to the author's purpose;			(B) analyze use of text structure to achieve the author's purpose;		(B) evaluate use of text structure to achieve the author's purpose;	
(C) analyze the author's use of print and graphic features to achieve specific purposes;			(C) evaluate the author's use of print & graphic features to achieve specific purposes;			
(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;	(D) analyze how the author's use of language achieves specific purposes;	(D) analyze how the author's use of language informs & shapes the perception of readers;	(D) evaluate how the author's use of language informs & shapes the perception of readers;	(D) critique & evaluate how the author's use of language informs & shapes the perception of readers;
(E) identify the use of literary devices, incl. omniscient & limited point of view, to achieve a specific purpose;	(E) identify the use of literary devices, including subjective and objective point of view;	(E) identify and analyze the use of literary devices, including multiple points of view and irony;	(E) analyze the use of literary devices such as irony & oxymoron to achieve specific purposes;	(E) analyze the use of literary devices such as irony, sarcasm, & motif to achieve specific purposes;	(E) evaluate the use of literary devices such as paradox, satire, & allegory to achieve specific purposes;	
(F) analyze how the author's use of language contributes to mood and voice;	(F) analyze how the author's use of language contributes to mood, voice, and tone; and		(F) analyze how the author's diction & syntax contribute to the mood, voice, & tone of a text; and		(F) evaluate how the author's diction & syntax contribute to the mood, voice, & tone of a text; and	
(G) explain the differences between rhetorical devices and logical fallacies.	(G) explain the purpose of rhet. devices such as direct address & rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	(G) explain the purpose of rhetorical devices such as understatement & overstatement & the effect of logical fallacies such as straw man & red herring arguments.	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, & shifts & the effects of logical fallacies.	(G) analyze the effects of rhetorical devices & logical fallacies on the way the text is read & understood.	

STRAND 6: Composition: listening, speaking, reading, writing, & thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible & uses appropriate conventions. The student is expected to:						
Grade 6 110.22.10	Grade 7 110.23.10	Grade 8 110.24.10	Grade 9 110.36.9	Grade 10 110.37.9	Grade 11 110.38.9	Grade 12 110.39.9
(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;			(A) plan a piece of writing appropriate for various purposes & audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;			
(B) develop drafts into a focused, structured, and coherent piece of writing by:			(B) develop drafts into a focused, structured, & coherent piece of writing in timed & open-ended situations by:			
(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and			(i) using an organizing structure appropriate to purpose, audience, topic, & context; and		(i) using strategic organizational structures appropriate to purpose, audience, topic, & context; and	
(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;		(ii) developing an engaging idea reflecting depth of thought with specific details, examples, & commentary;		(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, & commentary;	
(C) revise drafts for clarity, development, organization, style ,word choice, and sentence variety;			(C) revise drafts to improve clarity, development, organization, style, diction, & sentence effectiveness, including use of parallel constructions & placement of phrases & dependent clauses;		(C) revise drafts to improve clarity, development, organization, style, diction, & sentence fluency, both within & between sentences;	
(D) edit drafts using standard English conventions, including:					(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and	
(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;						
(ii) consistent, appropriate use of verb tenses;		(ii) consistent, appropriate use of verb tense & active and passive voice;				
(iii) conjunctive adverbs;						
(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;						

(v) pronouns, including relative;	(v) pronoun-antecedent agreement;	(iv) pronoun-antecedent agreement;	(iii) pronoun-antecedent agreement;	
(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;	(vii) correct capitalization;	(v) correct capitalization;	(iv) correct capitalization;	
(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons; and	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and	(v) punctuation, including commas, semicolons, colons, & dashes to set off phrases & clauses as appropriate; and	
(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vi) correct spelling; and		
(E) publish written work for appropriate audiences.				

STRAND 6: Composition: listening, speaking, reading, writing, & thinking using multiple texts–genres. The student uses genre characteristics & craft to compose multiple texts that are meaningful. The student is expected to:						
Grade 6 110.22.11	Grade 7 110.23.11	Grade 8 110.24.11	Grade 9 110.36.10	Grade 10 110.37.10	Grade 11 110.38.10	Grade 12 110.39.10
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;			(A) compose literary texts such as fiction & poetry using genre characteristics & craft;			
(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;			(B) compose informational texts such as explanatory essays, reports, & personal essays using genre characteristics & craft;		(B) compose informational texts such as explanatory essays, reports, resumes, & personal essays using genre characteristics & craft;	
(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and			(C) compose argumentative texts using genre characteristics and craft;			
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.			(D) compose correspondence in a professional or friendly structure;			
					(E) compose literary analysis using genre characteristics and craft; and	
					(F) compose rhetorical analysis using genre characteristics and craft.	

STRAND 7: Inquiry & research: listening, speaking, reading, writing, & thinking using multiple texts. The student engages in both short-term & sustained recursive inquiry processes for a variety of purposes. The student is expected to:						
Grade 6 110.22.12	Grade 7 110.23.12	Grade 8 110.24.12	Grade 9 110.36.11	Grade 10 110.37.11	Grade 11 110.38.11	Grade 12 110.39.11
(A) generate student-selected and teacher-guided questions for formal and informal inquiry;			(A) develop questions for formal & informal inquiry;			
			(B) critique the research process at each step to implement changes as needs occur & are identified;			
(B) develop and revise a plan;			(C) develop & revise a plan;			
(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;			(D) modify the major research question as necessary to refocus the research plan;			
(D) identify and gather relevant information from a variety of sources;			(E) locate relevant sources;			
(E) differentiate between primary and secondary sources;						
(F) synthesize information from a variety of sources;						
(G) differentiate between paraphrasing and plagiarism when using source materials;						
(H) examine sources for:			(G) examine sources for:			
(i) reliability, credibility, and bias; and	(i) credibility & bias, including omission; &				(i) credibility, bias, & accuracy; and	
(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;	(ii) faulty reasoning such as ad hominem, loaded language, & slippery slope;	(ii) faulty reasoning such as incorrect premise, hasty generalizations, & either-or;	(ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, & assumptions;	(ii) faulty reasoning such as straw man, false dilemma, faulty analogies, & non-sequitur;	
(I) display academic citations and use source materials ethically; and			(H) display academic citations, including for paraphrased & quoted text, & use source materials ethically to avoid plagiarism; and			
(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.			