

<i>Proclamation 2020</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material	
<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<b>Subchapter</b>	<b>Subchapter C. High School</b>
<b>Course</b>	<b>§110.51. Literary Genres (One-Half to One Credit)</b>
<b>(a) Introduction</b>	
<p>(1) Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to oral, written, and electronic text to connect their knowledge of the world.</p> <p>(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.</p> <p>(3) 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.</p> <p>(4) The essential knowledge and skills as well as the student expectations for Literary Genres, an elective course, are described in subsection (b) of this section.</p>	
<b>(b) Knowledge and Skills.</b>	

Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary through wide reading, listening, and discussion	(i) expand vocabulary through wide reading
(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary through wide reading, listening, and discussion	(ii) expand vocabulary through listening
(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary through wide reading, listening, and discussion	(iii) expand vocabulary through discussion
(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(B) investigate word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language	(i) investigate word origins as an aid to understanding meanings
(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(B) investigate word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language	(ii) investigate word origins as an aid to understanding derivations
(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(B) investigate word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language	(iii) investigate word origins as an aid to understanding spellings
(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(B) investigate word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language	(iv) investigate word origins as an aid to understanding influences on the English language

Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(C) discriminate between connotative and denotative meanings and interpret the connotative power of words	(i) discriminate between connotative and denotative meanings
(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(C) discriminate between connotative and denotative meanings and interpret the connotative power of words	(ii) interpret the connotative power of words
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions	(i) compare and contrast varying aspects of texts
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(B) propose and provide examples of themes that cross texts	(i) propose examples of themes that cross texts
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(B) propose and provide examples of themes that cross texts	(ii) provide examples of themes that cross texts
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(C) connect literature to historical context, current events, and his/her own experiences	(i) connect literature to historical context
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(C) connect literature to historical context, current events, and his/her own experiences	(ii) connect literature to current events

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(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(C) connect literature to historical context, current events, and his/her own experiences	(iii) connect literature to his/her own experiences
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(D) analyze relevance of setting and time frame to text's meaning	(i) analyze relevance of setting to text's meaning
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(D) analyze relevance of setting and time frame to text's meaning	(ii) analyze relevance of time frame to text's meaning
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(E) identify basic conflicts	(i) identify basic conflicts
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(F) describe the development of plot and how conflicts are addressed and resolved	(i) describe the development of plot
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(F) describe the development of plot and how conflicts are addressed and resolved	(ii) describe how conflicts are addressed
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(F) describe the development of plot and how conflicts are addressed and resolved	(iii) describe how conflicts are resolved

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(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(G) analyze characters' traits, motivations, changes, and stereotypical features	(i) analyze characters' traits
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(G) analyze characters' traits, motivations, changes, and stereotypical features	(ii) analyze characters' motivations
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(G) analyze characters' traits, motivations, changes, and stereotypical features	(iii) analyze characters' changes
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(G) analyze characters' traits, motivations, changes, and stereotypical features	(iv) analyze characters' stereotypical features
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text	(i) describe how irony [contributes] to the effect of the text
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text	(ii) describe how tone [contributes] to the effect of the text
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text	(iii) describe how mood [contributes] to the effect of the text

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(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text	(iv) describe how style [contributes] to the effect of the text
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text	(v) describe how sound of language [contributes] to the effect of the text
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	(i) determine purposes of figurative language, particularly symbolic
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	(ii) determine effects of figurative language, particularly symbolic
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	(iii) explain purposes of figurative language, particularly symbolic
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	(iv) explain effects of figurative language, particularly symbolic
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	(v) determine purposes of figurative language, particularly metaphoric

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(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	(vi) determine effects of figurative language, particularly metaphoric
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	(vii) explain purposes of figurative language, particularly metaphoric
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	(viii) explain effects of figurative language, particularly metaphoric
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(J) identify and analyze text structures	(i) identify text structures
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(J) identify and analyze text structures	(ii) analyze text structures
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(K) recognize archetypes, motifs, and symbols across texts	(i) recognize archetypes across texts

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(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(K) recognize archetypes, motifs, and symbols across texts	(ii) recognize motifs across texts
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(K) recognize archetypes, motifs, and symbols across texts	(iii) recognize symbols across texts
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(L) analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry	(i) analyze distinctive features of text genre
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(M) identify how authors create suspense	(i) identify how authors create suspense
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(N) tell how points of view affect tone, characterization, and credibility	(i) tell how points of view affect tone
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(N) tell how points of view affect tone, characterization, and credibility	(ii) tell how points of view affect characterization
(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:	(N) tell how points of view affect tone, characterization, and credibility	(iii) tell how points of view affect credibility



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(3) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(A) analyze the characteristics of well-constructed texts	(i) analyze the characteristics of well-constructed texts
(3) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(B) describe how a writer's point of view may affect text credibility, structure, or tone	(i) describe how a writer's point of view may affect text credibility, structure, or tone
(3) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences	(i) analyze aspects of texts for their effect on audiences
(3) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(D) examine strategies that writers in different fields use to compose	(i) examine strategies that writers in different fields use to compose
(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	(A) compare text events with personal and other readers' experiences	(i) compare text events with personal experiences
(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	(A) compare text events with personal and other readers' experiences	(ii) compare text events with other readers' experiences
(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	(B) recognize and discuss themes and connections that cross cultures	(i) recognize themes that cross cultures
(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	(B) recognize and discuss themes and connections that cross cultures	(ii) recognize connections that cross cultures
(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	(B) recognize and discuss themes and connections that cross cultures	(iii) discuss themes that cross cultures

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(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	(B) recognize and discuss themes and connections that cross cultures	(iv) discuss connections that cross cultures
(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	(C) recognize how writers represent and reveal their cultures and traditions in texts	(i) recognize how writers represent their cultures in texts
(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	(C) recognize how writers represent and reveal their cultures and traditions in texts	(ii) recognize how writers represent their traditions in texts
(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	(C) recognize how writers represent and reveal their cultures and traditions in texts	(iii) recognize how writers reveal their cultures in texts
(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	(C) recognize how writers represent and reveal their cultures and traditions in texts	(iv) recognize how writers reveal their traditions in texts
(5) The student uses writing as a tool for learning and researching literary genres. The student is expected to:	(A) use writing to discover, record, review, and learn	(i) use writing to discover
(5) The student uses writing as a tool for learning and researching literary genres. The student is expected to:	(A) use writing to discover, record, review, and learn	(ii) use writing to record

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(5) The student uses writing as a tool for learning and researching literary genres. The student is expected to:	(A) use writing to discover, record, review, and learn	(iii) use writing to review
(5) The student uses writing as a tool for learning and researching literary genres. The student is expected to:	(A) use writing to discover, record, review, and learn	(iv) use writing to learn
(5) The student uses writing as a tool for learning and researching literary genres. The student is expected to:	(B) link related information and ideas from a variety of sources	(i) link related information from a variety of sources
(5) The student uses writing as a tool for learning and researching literary genres. The student is expected to:	(B) link related information and ideas from a variety of sources	(ii) link related ideas from a variety of sources