

Proclamation 2020 Breakouts to the Texas Essential Knowledge and Skills (TEKS):		
Student/Teacher Material		
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading	
Subchapter	Subchapter C. High School	
Course	§110.54. Practical Writing Skills (One-Half to One Credit)	
(a) Introduction		
<p>(1) The study of writing allows high school students to earn one-half to one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.</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 Practical Writing Skills, an elective course, are described in subsection (b) of this section.</p>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:	(A) employ written conventions appropriately such as capitalizing and punctuating for various forms	(i) employ written conventions appropriately
(1) The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:	(B) use correct spelling	(i) use correct spelling

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(1) The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:	(C) produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms	(i) produce error-free writing by demonstrating control over grammatical elements
(1) The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:	(D) use varied sentence structures to express meanings and achieve desired effect	(i) use varied sentence structures to express meanings
(1) The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:	(D) use varied sentence structures to express meanings and achieve desired effect	(ii) use varied sentence structures to achieve desired effect
(1) The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:	(E) use appropriate vocabulary	(i) use appropriate vocabulary
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(A) apply prewriting strategies to generate ideas and plan	(i) apply prewriting strategies to generate ideas
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(A) apply prewriting strategies to generate ideas and plan	(ii) apply prewriting strategies to plan
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting	(i) develop drafts by organizing ideas
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(i) use vocabulary appropriate to audience

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(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(ii) use sentence structure appropriate to audience
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(iii) use organization appropriate to audience
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(iv) use rhetorical devices appropriate to audience
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(v) use vocabulary appropriate to purpose
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(vi) use sentence structure appropriate to purpose
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(vii) use organization appropriate to purpose
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(viii) use rhetorical devices appropriate to purpose
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(D) use effective sequence and transitions to achieve coherency	(i) use effective sequence to achieve coherency

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(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(D) use effective sequence and transitions to achieve coherency	(ii) use effective transitions to achieve coherency
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(E) revise drafts by rethinking content, organization, and style to better accomplish the task	(i) revise drafts by rethinking content to better accomplish the task
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(E) revise drafts by rethinking content, organization, and style to better accomplish the task	(ii) revise drafts by rethinking organization to better accomplish the task
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(E) revise drafts by rethinking content, organization, and style to better accomplish the task	(iii) revise drafts by rethinking style to better accomplish the task
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(F) edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft	(i) edit as appropriate for the conventions of standard written English in the final draft
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(G) use resources such as texts and other people as needed for proofreading, editing, and revising	(i) use resources as needed for proofreading
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(G) use resources such as texts and other people as needed for proofreading, editing, and revising	(ii) use resources as needed for editing
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(G) use resources such as texts and other people as needed for proofreading, editing, and revising	(iii) use resources as needed for revising

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(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(H) use available technology for creating, revising, editing, and publishing texts	(i) use available technology for creating texts
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(H) use available technology for creating, revising, editing, and publishing texts	(ii) use available technology for revising texts
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(H) use available technology for creating, revising, editing, and publishing texts	(iii) use available technology for editing texts
(2) The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	(H) use available technology for creating, revising, editing, and publishing texts	(iv) use available technology for publishing texts
(3) The student reads and writes for a variety of audiences and purposes. The student is expected to:	(A) read a variety of informational text	(i) read a variety of informational text
(3) The student reads and writes for a variety of audiences and purposes. The student is expected to:	(B) write informational text	(i) write informational text
(3) The student reads and writes for a variety of audiences and purposes. The student is expected to:	(C) practice effective, efficient note taking	(i) practice effective, efficient note taking
(4) The student evaluates his/her own writing and the writing of others. The student is expected to:	(A) evaluate how well writing achieves its purposes	(i) evaluate how well writing achieves its purposes

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(4) The student evaluates his/her own writing and the writing of others. The student is expected to:	(B) analyze and discuss published pieces as writing models	(i) analyze published pieces as writing models
(4) The student evaluates his/her own writing and the writing of others. The student is expected to:	(B) analyze and discuss published pieces as writing models	(ii) discuss published pieces as writing models
(4) The student evaluates his/her own writing and the writing of others. The student is expected to:	(C) review written work to determine its strengths and weaknesses and to set goals as a writer	(i) review written work to determine its strengths
(4) The student evaluates his/her own writing and the writing of others. The student is expected to:	(C) review written work to determine its strengths and weaknesses and to set goals as a writer	(ii) review written work to determine its weaknesses
(4) The student evaluates his/her own writing and the writing of others. The student is expected to:	(C) review written work to determine its strengths and weaknesses and to set goals as a writer	(iii) review written work to set goals as a writer
(5) The student analyzes informational text. The student is expected to:	(A) use effective reading strategies to determine a written work's purpose and intended audience	(i) use effective reading strategies to determine a written work's purpose
(5) The student analyzes informational text. The student is expected to:	(A) use effective reading strategies to determine a written work's purpose and intended audience	(ii) use effective reading strategies to determine a written work's intended audience
(5) The student analyzes informational text. The student is expected to:	(B) identify explicit and implicit textual information, including main ideas and author's purpose	(i) identify explicit textual information, including main ideas
(5) The student analyzes informational text. The student is expected to:	(B) identify explicit and implicit textual information, including main ideas and author's purpose	(ii) identify explicit textual information, including author's purpose
(5) The student analyzes informational text. The student is expected to:	(B) identify explicit and implicit textual information, including main ideas and author's purpose	(iii) identify implicit textual information, including main ideas

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(5) The student analyzes informational text. The student is expected to:	(B) identify explicit and implicit textual information, including main ideas and author's purpose	(iv) identify implicit textual information, including author's purpose
(5) The student analyzes informational text. The student is expected to:	(C) draw and support complex inferences from text to distinguish facts from opinions	(i) draw complex inferences from text to distinguish facts from opinions
(5) The student analyzes informational text. The student is expected to:	(C) draw and support complex inferences from text to distinguish facts from opinions	(ii) support complex inferences from text to distinguish facts from opinions
(5) The student analyzes informational text. The student is expected to:	(D) analyze the author's quality of evidence for an argument	(i) analyze the author's quality of evidence for an argument
(5) The student analyzes informational text. The student is expected to:	(E) evaluate the use of both literal and figurative language	(i) evaluate the use of literal language
(5) The student analyzes informational text. The student is expected to:	(E) evaluate the use of both literal and figurative language	(ii) evaluate the use of figurative language
(5) The student analyzes informational text. The student is expected to:	(F) analyze the audience and purpose of informational and persuasive text	(i) analyze the audience of informational text
(5) The student analyzes informational text. The student is expected to:	(F) analyze the audience and purpose of informational and persuasive text	(ii) analyze the audience of persuasive text
(5) The student analyzes informational text. The student is expected to:	(F) analyze the audience and purpose of informational and persuasive text	(iii) analyze the purpose of informational text
(5) The student analyzes informational text. The student is expected to:	(F) analyze the audience and purpose of informational and persuasive text	(iv) analyze the purpose of persuasive text

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(5) The student analyzes informational text. The student is expected to:	(G) analyze how an author's use of language creates imagery and mood	(i) analyze how an author's use of language creates imagery
(5) The student analyzes informational text. The student is expected to:	(G) analyze how an author's use of language creates imagery and mood	(ii) analyze how an author's use of language creates mood
(5) The student analyzes informational text. The student is expected to:	(H) analyze insights gained from text to text, text to self, and text to world	(i) analyze insights gained from text to text
(5) The student analyzes informational text. The student is expected to:	(H) analyze insights gained from text to text, text to self, and text to world	(ii) analyze insights gained from text to self
(5) The student analyzes informational text. The student is expected to:	(H) analyze insights gained from text to text, text to self, and text to world	(iii) analyze insights gained from text to world
(6) The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing. The student is expected to:	(A) apply knowledge of roots and affixes to infer the meanings of new words	(i) apply knowledge of roots to infer the meanings of new words
(6) The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing. The student is expected to:	(A) apply knowledge of roots and affixes to infer the meanings of new words	(ii) apply knowledge of affixes to infer the meanings of new words
(6) The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing. The student is expected to:	(B) use reference guides to confirm the meanings of new words and concepts	(i) use reference guides to confirm the meanings of new words
(6) The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing. The student is expected to:	(B) use reference guides to confirm the meanings of new words and concepts	(ii) use reference guides to confirm the meanings of new concepts