

**ATTACHMENT I**  
**Text of Proposed Revisions to 19 TAC**

**Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading**

**Subchapter A. Elementary**

**§110.1. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Adopted 2017.**

- (a) The provisions of this section and §§110.2-110.7 of this title shall be implemented by school districts.
- (b) No later than August 31, 2018, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for English language arts and reading as adopted in §§110.2-110.7 of this title.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§110.2-110.7 of this title shall be implemented beginning with the 2019-2020 school year and apply to the 2019-2020 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§110.2-110.7 of this title shall be implemented for the following school year.

~~[(e) Sections 110.11-110.16 of this title shall be superseded by the implementation of this section and §§110.2-110.7 of this title.]~~

**§110.2. English Language Arts and Reading, Kindergarten, Adopted 2017.**

- (a) (No change.)
- (b) Knowledge and skills.
  - (1)-(7) (No change.)
  - (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:
    - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
    - (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;
    - (C) discuss main characters in drama;
    - (D) recognize characteristics and structures of informational text, including:
      - (i) the central idea and supporting evidence with adult assistance;
      - (ii) titles and simple graphics to gain information; and
      - (iii) the steps in a sequence with adult assistance;
    - (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; ~~and~~
    - (F) recognize characteristics of multimodal and digital texts ; ~~and~~ [ ]

(G) discuss with adult assistance the characteristics of literary nonfiction.

(9)-(12) (No change.)

**§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) 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:

- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
- (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
- (D) create mental images to deepen understanding with adult assistance;
- (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
- (F) make inferences and use evidence to support understanding with adult assistance;
- (G) evaluate details to determine what is most important with adult assistance;
- (H) synthesize information to create new understanding with adult assistance; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7)-(8) (No change.)

(9) 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:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
- (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
- (C) discuss elements of drama such as characters and setting;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance;
  - (ii) features and simple graphics to locate or gain information; and
  - (iii) organizational patterns such as chronological order and description with adult assistance;
- (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and [ ]
- (F) recognize characteristics of multimodal and digital texts ; and [ ]
- (G) discuss with adult assistance the characteristics of literary nonfiction.

(10)-(13) (No change.)

**§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) 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:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [x] correct [x] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7)-(8) (No change.)

(9) 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:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
- (B) explain visual patterns and structures in a variety of poems;
- (C) discuss elements of drama such as characters, dialogue, and setting;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance;
  - (ii) features and graphics to locate and gain information; and
  - (iii) organizational patterns such as chronological order and cause and effect stated explicitly;
- (E) recognize characteristics of persuasive text, including:
  - (i) stating what the author is trying to persuade the reader to think or do; and
  - (ii) distinguishing facts from opinion; and
- (F) recognize characteristics of multimodal and digital texts ; and [x]
- (G) recognize the distinguishing characteristics of literary nonfiction such as biographies and autobiographies.

(10)-(13) (No change.)

**§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) 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:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [x] correct [x] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7)-(8) (No change.)

(9) 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:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
- (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
- (C) discuss elements of drama such as characters, dialogue, setting, and acts;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence;
  - (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
  - (iii) organizational patterns such as cause and effect and problem and solution;
- (E) recognize characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) distinguishing facts from opinion; and
  - (iii) identifying the intended audience or reader; and
- (F) recognize characteristics of multimodal and digital texts ; and [x]

(G) explain the distinguishing characteristics of literary nonfiction such as personal narratives, biographies, and autobiographies.

(10)-(13) (No change.)

**§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) 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:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7)-(8) (No change.)

(9) 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:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
- (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
- (C) explain structure in drama such as [~~character tags,~~] acts, scenes, and stage directions;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence;
  - (ii) features such as pronunciation guides and diagrams to support understanding; and
  - (iii) organizational patterns such as compare and contrast;
- (E) recognize characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) explaining how the author has used facts for an argument; and
  - (iii) identifying the intended audience or reader; [~~and~~]

- (F) recognize characteristics of multimodal and digital texts ; and [ ]
- (G) explain the distinguishing characteristics of literary nonfiction such as personal narratives, biographies, and autobiographies.

(10)-(13) (No change.)

**§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) 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:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7)-(8) (No change.)

(9) 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:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
- (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;
- (C) explain structure in drama such as [~~character tags,~~] acts, scenes, and stage directions;
- (D) recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence;
  - (ii) features such as insets, timelines, and sidebars to support understanding; and
  - (iii) organizational patterns such as logical order and order of importance;
- (E) recognize characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) explaining how the author has used facts for or against an argument; and

- (iii) identifying the intended audience or reader; ~~and~~
  - (F) recognize characteristics of multimodal and digital texts ; ~~and~~ [ ]
  - (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and personal narratives.
- (10) (No change.)
- (11) 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:
- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
  - (B) develop drafts into a focused, structured, and coherent piece of writing by:
    - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
    - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;
  - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
  - (D) edit drafts using standard English conventions, including:
    - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
    - (ii) past tense of irregular verbs;
    - (iii) collective nouns;
    - (iv) adjectives, including their comparative and superlative forms;
    - (v) conjunctive adverbs;
    - (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;
    - (vii) pronouns, including indefinite;
    - (viii) subordinating conjunctions to form complex sentences;
    - (ix) capitalization of abbreviations, initials, acronyms, and organizations;
    - (x) ~~[punctuation marks, including]~~ commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and
    - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
  - (E) publish written work for appropriate audiences.
- (12)-(13) (No change.)

**~~§110.10. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

**~~§110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

**§110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**§110.13. English Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010.**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**§110.14. English Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**§110.15. English Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*

**§110.16. English Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.**

*The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.*



## Subchapter B. Middle School

**~~§110.17. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

**~~§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

**~~§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

**~~§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010.~~**

The text proposed for repeal is available online at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

**§110.21. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Adopted 2017.**

- (a) The provisions of this section and §§110.22-110.24 of this title shall be implemented by school districts.
- (b) No later than August 31, 2018, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for English language arts and reading as adopted in §§110.22-110.24 of this title.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§110.22-110.24 of this title shall be implemented beginning with the 2019-2020 school year and apply to the 2019-2020 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§110.22-110.24 of this title shall be implemented for the following school year.

~~[(e) Sections 110.18-110.20 of this title shall be superseded by the implementation of this section and §§110.22-110.24 of this title.]~~

**§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.**

- (a) (No change.)
- (b) Knowledge and skills.
  - (1)-(4) (No change.)
  - (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:
    - (A) establish purpose for reading assigned and self-selected text;
    - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
    - (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
    - (D) create mental images to deepen understanding;

- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(6)-(7) (No change.)

(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:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;
- (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
- (C) analyze how playwrights develop characters through dialogue and staging;
- (D) analyze characteristics and structural elements of informational text, including:
  - (i) the central or 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;
- (E) analyze characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) explaining how the author uses various types of evidence to support the argument; and
  - (iii) identifying the intended audience or reader; [and]
- (F) analyze characteristics of multimodal and digital texts ; and [;]
- (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and personal narratives.

(9)-(10) (No change.)

(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:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
- (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(12) (No change.)

**§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(4) (No change.)

(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:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [x] correct [x] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(6)-(7) (No change.)

(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:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
- (B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
- (C) analyze how playwrights develop characters through dialogue and staging;
- (D) analyze characteristics and structural elements of informational text, including:
  - (i) the central or controlling idea or thesis with supporting evidence;
  - (ii) features such as references or acknowledgements; and
  - (iii) organizational patterns that support multiple topics, categories, and subcategories;
- (E) analyze characteristics and structures of argumentative text by:
  - (i) identifying the claim;
  - (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and
  - (iii) identifying the intended audience or reader; and
- (F) analyze characteristics of multimodal and digital texts ; and [x]

(G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and memoirs.

(9)-(10) (No change.)

(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:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
- (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(12) (No change.)

**§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

(a) (No change.)

(b) Knowledge and skills.

(1)-(4) (No change.)

(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:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and [ ] correct [ ] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(6) (No change.)

(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:

- (A) analyze how themes are developed through the interaction of characters and events;
- (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;

- (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
  - (D) explain how the setting influences the values and beliefs of characters.
- (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:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
  - (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;
  - (C) analyze how playwrights develop dramatic action through the use of acts and scenes;
  - (D) analyze characteristics and structural elements of informational text, including:
    - (i) the central or controlling idea or thesis with supporting evidence;
    - (ii) features such as footnotes, endnotes, and citations; and
    - (iii) multiple organizational patterns within a text to develop the thesis;
  - (E) analyze characteristics and structures of argumentative text by:
    - (i) identifying the claim and analyzing the argument;
    - (ii) identifying and explaining the counter argument; and
    - (iii) identifying the intended audience or reader; and
  - (F) analyze characteristics of multimodal and digital texts ; and [:]
  - (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and memoirs.
- (9)-(10) (No change.)
- (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:
- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
  - (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
  - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
  - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- (12) (No change.)

## Subchapter C. High School

### §110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

- (a)-(b) (No change.)
- (c) Knowledge and skills.
  - (1)-(3) (No change.)
  - (4) 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:
    - (A) establish purpose for reading assigned and self-selected texts;
    - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
    - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
    - (D) create mental images to deepen understanding;
    - (E) make connections to personal experiences, ideas in other texts, and society;
    - (F) make inferences and use evidence to support understanding;
    - (G) evaluate details read to determine the main idea and key ideas;
    - (H) synthesize information from two texts to create new understanding; and
    - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
  - (5) 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;
    - (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
    - (C) use text evidence and original commentary to support a comprehensive response;
    - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
    - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
    - (F) respond using acquired content and academic vocabulary as appropriate;
    - (G) discuss and write about the explicit or implicit meanings of text;
    - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
    - (I) reflect on and adjust responses when valid evidence warrants; [~~and~~]
    - (J) defend or challenge the authors' claims using relevant text evidence ; and [~~z~~]
    - (K) explain the ways in which diverse texts generate understanding of varied perspectives.
  - (6) 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:
    - (A) analyze how themes are developed through characterization and plot in a variety of literary texts;

- (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
  - (C) analyze non-linear plot development such as flashbacks, [~~foreshadowing,~~] subplots, and parallel plot structures and compare it to linear plot development; and
  - (D) analyze how the setting influences the theme.
- (7) 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:
- (A) read and respond to American, British, and world literature;
  - (B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;
  - (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
  - (D) analyze characteristics and structural elements of informational texts such as:
    - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
    - (ii) multiple organizational patterns within a text to develop the thesis;
  - (E) analyze characteristics and structural elements of argumentative texts such as:
    - (i) clear arguable claim, appeals, and convincing conclusion;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; [~~and~~]
  - (F) analyze characteristics of multimodal and digital texts ; and [;]
  - (G) analyze the characteristics and purpose of literary nonfiction such as speeches and literary essays.
- (8) 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:
- (A) analyze the author's purpose, audience, and message within a text;
  - (B) analyze use of text structure to achieve the author's purpose;
  - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
  - (D) analyze how the author's use of language achieves specific purposes;
  - (E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
  - (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; [~~and~~]
  - (G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments ; and [;]
  - (H) discuss the artistic qualities of diverse texts.

(9)-(11) (No change.)

**§110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

(a)-(b) (No change.)

(c) Knowledge and skills.

(1)-(3) (No change.)

(4) 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:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;
- (H) synthesize information from multiple texts to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(5) 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;
- (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- (C) use text evidence and original commentary to support an interpretive response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using acquired content and academic vocabulary as appropriate;
- (G) discuss and write about the explicit or implicit meanings of text;
- (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- (I) reflect on and adjust responses when valid evidence warrants; [and]
- (J) defend or challenge the authors' claims using relevant text evidence ; and [z]
- (K) explain the ways in which diverse texts generate understanding of varied perspectives.

(6) (No change.)

(7) 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:

- (A) read and analyze world literature across literary periods;



- (B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
  - (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
  - (D) analyze characteristics and structural elements of informational texts such as:
    - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
    - (ii) the relationship between organizational design and thesis;
  - (E) analyze characteristics and structural elements of argumentative texts such as:
    - (i) clear arguable claim, appeals, and convincing conclusion;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; ~~and~~
  - (F) analyze characteristics of multimodal and digital texts ; ~~and~~ [ ]
  - (G) analyze the characteristics and purpose of literary nonfiction such as speeches and literary essays.
- (8) 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:
- (A) analyze the author's purpose, audience, and message within a text;
  - (B) analyze use of text structure to achieve the author's purpose;
  - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
  - (D) analyze how the author's use of language informs and shapes the perception of readers;
  - (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
  - (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; ~~and~~
  - (G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies ; ~~and~~ [ ]
  - (H) discuss the artistic qualities of diverse texts.

(9)-(11) (No change.)

**§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

(a)-(b) (No change.)

(c) Knowledge and skills.

(1)-(3) (No change.)

(4) 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:

- (A) establish purpose for reading assigned and self-selected texts;

- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
  - (D) create mental images to deepen understanding;
  - (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to understand the main idea and key ideas;
  - (H) synthesize information from a variety of text types to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
- (5) 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;
  - (B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;
  - (C) use text evidence and original commentary to support an analytic response;
  - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
  - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
  - (F) respond using acquired content and academic vocabulary as appropriate;
  - (G) discuss and write about the explicit and implicit meanings of text;
  - (H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;
  - (I) reflect on and adjust responses when valid evidence warrants; [~~and~~]
  - (J) defend or challenge the authors' claims using relevant text evidence ; and [;]
  - (K) explain the ways in which diverse texts generate understanding of varied perspectives.
- (6) (No change.)
- (7) 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:
- (A) read and analyze American literature across literary periods;
  - (B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;
  - (C) analyze how the relationships among dramatic elements advance the plot;
  - (D) analyze characteristics and structural elements of informational texts such as:
    - (i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
    - (ii) the relationship between organizational design and author's purpose;

- (E) analyze characteristics and structural elements of argumentative texts such as:
    - (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; ~~[and]~~
  - (F) analyze the effectiveness of characteristics of multimodal and digital texts ; and [ ]
  - (G) analyze and critique literary nonfiction such as speeches and literary essays.
- (8) 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:
- (A) analyze the author's purpose, audience, and message within a text;
  - (B) evaluate use of text structure to achieve the author's purpose;
  - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
  - (D) evaluate how the author's use of language informs and shapes the perception of readers;
  - (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
  - (F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; ~~[and]~~
  - (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood ; and [ ]
  - (H) evaluate the artistic qualities of diverse texts.

(9)-(11) (No change.)

**§110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

(a)-(b) (No change.)

(c) Knowledge and skills.

(1)-(3) (No change.)

- (4) 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:
- (A) establish purpose for reading assigned and self-selected texts;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
  - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
  - (D) create mental images to deepen understanding;
  - (E) make connections to personal experiences, ideas in other texts, and society;
  - (F) make inferences and use evidence to support understanding;
  - (G) evaluate details read to analyze the main idea and key ideas;

- (H) synthesize information from a variety of text types to create new understanding; and
  - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
- (5) 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;
  - (B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;
  - (C) use text evidence and original commentary to support an evaluative response;
  - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
  - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
  - (F) respond using acquired content and academic vocabulary as appropriate;
  - (G) discuss and write about the explicit and implicit meanings of text;
  - (H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice;
  - (I) reflect on and adjust responses when valid evidence warrants; and
  - (J) defend or challenge the authors' claims using relevant text evidence ; and [z]
  - (K) explain the ways in which diverse texts generate understanding of varied perspectives.
- (6) (No change.)
- (7) 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:
- (A) read and analyze British literature across literary periods;
  - (B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;
  - (C) analyze and evaluate how the relationships among the dramatic elements advance the plot;
  - (D) critique and evaluate characteristics and structural elements of informational texts such as:
    - (i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and
    - (ii) the relationship between organizational design and author's purpose;
  - (E) critique and evaluate characteristics and structural elements of argumentative texts such as:
    - (i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
    - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
    - (iii) identifiable audience or reader; and

- (F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts ; and [z]
  - (G) analyze and critique literary nonfiction such as speeches and literary essays.
- (8) 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:
- (A) evaluate the author's purpose, audience, and message within a text;
  - (B) evaluate use of text structure to achieve the author's purpose;
  - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
  - (D) critique and evaluate how the author's use of language informs and shapes the perception of readers;
  - (E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;
  - (F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and [z]
  - (G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood ; and [z]
  - (H) evaluate the artistic qualities of diverse texts.

(9)-(11) (No change.)