

Alignment with the Texas Essential Knowledge and Skills (TEKS)

Read on to see details on how you can use DigiPals to improve students' Writing in relation to the [Texas Essential Knowledge and Skills \(TEKS\)](#).



SPELLING: Students spell words correctly.



Texas Essential Knowledge and Skills

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

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

2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(C) demonstrate and apply spelling knowledge

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

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

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

2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(B) demonstrate and apply spelling knowledge

§110.52. Creative Writing (One-Half to One Credit). High School.

(3) The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:

(B) spell with accuracy in the final draft;

§110.53. Research and Technical Writing (One-Half to One Credit). High School.

(4) The student applies the conventions of usage and mechanics of written English. The student is expected to:

(B) use correct spelling in the final draft;

§110.54. Practical Writing Skills (One-Half to One Credit). High School.

(1) The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:

(B) use correct spelling;

§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.

§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.

§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.

§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

§128.36. English Language Development and Acquisition (ELDA) (One Credit), Adopted 2017.

(6) Composition: listening, speaking, reading, writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

(A) produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization;

(B) spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired;



GRAMMAR: Students communicate effectively with appropriate use of words, grammar concepts and sentence structure.



Texas Essential Knowledge and Skills

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

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

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

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

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

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:

- (D) edit drafts using standard English conventions

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

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

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

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

- (D) edit drafts using standard English conventions,

§110.36. English Language Arts and Reading, English I (one Credit), High School. Adopted 2017.

§110.37. English Language Arts and Reading, English II (one Credit), High School. Adopted 2017.

§110.38. English Language Arts and Reading, English III (one Credit), High School. Adopted 2017.

§110.39. English Language Arts and Reading, English IV (one Credit), High School. Adopted 2017.

(9) 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 use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions,

§110.52. Creative Writing (One-Half to One Credit). High School.

(3) The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:

- (C) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.

§110.53. Research and Technical Writing (One-Half to One Credit). High School.

(4) The student applies the conventions of usage and mechanics of written English. The student is expected to:

- (C) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts;

§110.54. Practical Writing Skills (One-Half to One Credit). High School.

(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;

§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.

§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.

§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.

§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.

(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. Based on the student's language proficiency level, the student is expected to:

- (D) edit drafts using standard English conventions

§128.36. English Language Development and Acquisition (ELDA) (One Credit), Adopted 2017.

(6) Composition: listening, speaking, reading, writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

(C) demonstrate increasing control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms;

(J) convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms;



PUNCTUATION: Students use English punctuation.



Texas Essential Knowledge and Skills

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

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

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

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

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

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:

(D) edit drafts using standard English conventions

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

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

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

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

(D) edit drafts using standard English conventions,

§110.36. English Language Arts and Reading, English I (one Credit), High School. Adopted 2017.

§110.37. English Language Arts and Reading, English II (one Credit), High School. Adopted 2017.

§110.38. English Language Arts and Reading, English III (one Credit), High School. Adopted 2017.

§110.39. English Language Arts and Reading, English IV (one Credit), High School. Adopted 2017.

(9) 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 use appropriate conventions. The student is expected to:

(D) edit drafts using standard English conventions,

§110.52. Creative Writing (One-Half to One Credit). High School.

(3) The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:

(A) use correct capitalization and punctuation;

§110.53. Research and Technical Writing (One-Half to One Credit). High School.

(4) The student applies the conventions of usage and mechanics of written English. The student is expected to:

(A) use correct capitalization and punctuation;

§110.54. Practical Writing Skills (One-Half to One Credit). High School.

(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;

§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.

§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.

§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.

§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.

(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. Based on the student's language proficiency level, the student is expected to:

(D) edit drafts using standard English conventions

§128.36. English Language Development and Acquisition (ELDA) (One Credit), Adopted 2017.

(6) Composition: listening, speaking, reading, writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

(A) produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization;



STRUCTURE: Students write clearly with logical structure to organise their response and thoughts.



Texas Essential Knowledge and Skills

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

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:

(B) develop drafts in oral, pictorial, or written form

12) 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.

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

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:

(B) develop drafts into a focused piece of writing

12) 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.

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

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

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

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:

(B) develop drafts in focused, structured, and coherent piece of writing

12) 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.

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

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

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

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

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(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.

§110.36. English Language Arts and Reading, English I (one Credit), High School. Adopted 2017.

§110.37. English Language Arts and Reading, English II (one Credit), High School. Adopted 2017.

§110.38. English Language Arts and Reading, English III (one Credit), High School. Adopted 2017.

§110.39. English Language Arts and Reading, English IV (one Credit), High School. Adopted 2017.

(9) 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 use appropriate conventions. The student is expected to:

(b) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.

(10) 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.

§110.52. Creative Writing (One-Half to One Credit). High School.

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

(E) revise drafts by rethinking content, organization, and style;

§110.53. Research and Technical Writing (One-Half to One Credit). High School.

(1) The student writes for a variety of purposes and audiences. The student is expected to:

(D) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) The student selects and uses recursive writing processes 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;

§110.54. Practical Writing Skills (One-Half to One Credit). High School.

(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

(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;

§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.

§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.

§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.

§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.

(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. Based on the student's language proficiency level, the student is expected to:

(B) develop drafts into a focused, structured, and coherent piece of writing.

§128.36. English Language Development and Acquisition (ELDA) (One Credit), Adopted 2017.

(6) Composition: listening, speaking, reading, writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

(H) compile written ideas to form complete sentences and paragraphs;



TRANSITIONS: Students use transition words and phrases to create, connect and clarify their ideas.



Texas Essential Knowledge and Skills

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

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:

(B) develop drafts in oral, pictorial, or written form

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

(B) develop drafts into a focused piece of writing

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

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

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

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:

(B) develop drafts in focused, structured, and coherent piece of writing

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

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

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

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

(B) develop drafts into a focused, structured, and coherent piece of writing by:

§110.36. English Language Arts and Reading, English I (one Credit), High School. Adopted 2017.

§110.37. English Language Arts and Reading, English II (one Credit), High School. Adopted 2017.

§110.38. English Language Arts and Reading, English III (one Credit), High School. Adopted 2017.

§110.39. English Language Arts and Reading, English IV (one Credit), High School. Adopted 2017.

(9) 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 use appropriate conventions. The student is expected to:

(b)develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.

§110.52. Creative Writing (One-Half to One Credit). High School.

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

(D) use effective sequence and transitions to achieve coherence and meaning;

§110.53. Research and Technical Writing (One-Half to One Credit). High School.

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

(D) use effective sequence and transitions to achieve coherence and meaning;

§110.54. Practical Writing Skills (One-Half to One Credit). High School.

(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;

§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.

§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.

§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.

§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.

(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. Based on the student's language proficiency level, the student is expected to:

(B) develop drafts into a focused, structured, and coherent piece of writing

§128.36. English Language Development and Acquisition (ELDA) (One Credit), Adopted 2017.

(6) Composition: listening, speaking, reading, writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

(G) arrange phrases, clauses, and sentences into correct and meaningful patterns;



CREATIVE WRITING: Students use expository, persuasive, narrative and descriptive writing to share information, stories, their perspectives and beliefs.



Texas Essential Knowledge and Skills

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

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

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

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

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

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:

12) 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.

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

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

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

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

(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

§110.36. English Language Arts and Reading, English I (one Credit), High School. Adopted 2017.

§110.37. English Language Arts and Reading, English II (one Credit), High School. Adopted 2017.

§110.38. English Language Arts and Reading, English III (one Credit), High School. Adopted 2017.

§110.39. English Language Arts and Reading, English IV (one Credit), High School. Adopted 2017.

(9) 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 use appropriate conventions.

(10) 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.

§110.52. Creative Writing (One-Half to One Credit). High School.

(1) The student writes for a variety of audiences and purposes to develop versatility as a writer.

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing.

(3) The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively.

§110.53. Research and Technical Writing (One-Half to One Credit). High School.

(1) The student writes for a variety of purposes and audiences.

§110.54. Practical Writing Skills (One-Half to One Credit). High School.

(1) The student uses the conventions and mechanics of written English to communicate clearly.

(3) The student reads and writes for a variety of audiences and purposes.

§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.

§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.

§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.

§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.

(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.

(12) 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.

§128.36. English Language Development and Acquisition (ELDA) (One Credit), Adopted 2017.

(6) Composition: listening, speaking, reading, writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions.



VOCABULARY: Students get exposed to and use diverse vocabulary, developing their personal word bank and expressing themselves in new ways.



Texas Essential Knowledge and Skills

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

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

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

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

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

3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

(7) 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:

(F) respond using newly acquired vocabulary as appropriate.

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

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

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

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(F) respond using newly acquired vocabulary as appropriate;

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;

§110.36. English Language Arts and Reading, English I (one Credit), High School. Adopted 2017.

§110.37. English Language Arts and Reading, English II (one Credit), High School. Adopted 2017.

§110.38. English Language Arts and Reading, English III (one Credit), High School. Adopted 2017.

§110.39. English Language Arts and Reading, English IV (one Credit), High School. Adopted 2017.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

(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:

(F) respond using acquired content and academic vocabulary as appropriate;

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;

§110.52. Creative Writing (One-Half to One Credit). High School.

(2) The student selects and uses recursive writing processes 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;

§110.53. Research and Technical Writing (One-Half to One Credit). High School. .

(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

(B) employ precise language and technical vocabulary to communicate ideas clearly and concisely;

§110.54. Practical Writing Skills (One-Half to One Credit). High School.

(1) The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:

(E) use appropriate vocabulary.

(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;

(6) The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing.

§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.

§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.

§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.

§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.

(7) 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. Based on the student's language proficiency level, the student is expected to:

(F) respond using newly acquired vocabulary as appropriate;
