**§110.2. English Language Arts and Reading, Kindergarten, Revised August 2019.**

(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:

(A) plan by generating ideas for writing through class discussions and drawings;

(B) develop drafts in oral, pictorial, or written form by organizing ideas;

(C) revise drafts by adding details in pictures or words;

(D) edit drafts with adult assistance using standard English conventions, including:

(i) complete sentences;

(ii) verbs;

(iii) singular and plural nouns;

(iv) adjectives, including articles;

(v) prepositions;

(vi) pronouns, including subjective, objective, and possessive cases;

(vii) capitalization of the first letter in a sentence and name;

(viii) punctuation marks at the end of declarative sentences; and

(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(E) share writing.

(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) dictate or compose literary texts, including personal narratives; and

(B) dictate or compose informational texts.

(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student

engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is

expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(B) develop and follow a research plan with adult assistance;

(C) gather information from a variety of sources with adult assistance;

(D) demonstrate understanding of information gathered with adult assistance; and

(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Source: The provisions of this §110.6 adopted to be effective September 25, 2017, 42 TexReg 4999; amended to be effective August 1, 2019, 44 TexReg 3835.*

**§110.3. English Language Arts and Reading, Grade 1, Revised August 2019.**

(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 generating ideas for writing such as by drawing and brainstorming;

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

(i) organizing with structure; and

(ii) developing an idea with specific and relevant details;

(C) revise drafts by adding details in pictures or words;

(D) edit drafts using standard English conventions, including:

(i) complete sentences with subject-verb agreement;

(ii) past and present verb tense;

(iii) singular, plural, common, and proper nouns;

(iv) adjectives, including articles;

(v) adverbs that convey time;

(vi) prepositions;

(vii) pronouns, including subjective, objective, and possessive cases;

(viii) capitalization for the beginning of sentences and the pronoun "I";

(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and

(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and

(E) publish and share 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. The student is expected to:

(A) dictate or compose literary texts, including personal narratives and poetry;

(B) dictate or compose informational texts, including procedural texts; and

(C) dictate or compose correspondence such as thank you notes or letters.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant sources and information to answer the questions with adult assistance;

(D) demonstrate understanding of information gathered with adult assistance; and

(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Source: The provisions of this §110.6 adopted to be effective September 25, 2017, 42 TexReg 4999; amended to be effective August 1, 2019, 44 TexReg 3835.*

**§110.4. English Language Arts and Reading, Grade 2, Revised August 2019.**

(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 generating ideas for writing such as drawing and brainstorming;

(B) develop drafts into a focused piece of writing by:

(i) organizing with structure; and

(ii) developing an idea with specific and relevant details;

(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;

(D) edit drafts using standard English conventions, including:

(i) complete sentences with subject-verb agreement;

(ii) past, present, and future verb tense;

(iii) singular, plural, common, and proper nouns;

(iv) adjectives, including articles;

(v) adverbs that convey time and adverbs that convey place;

(vi) prepositions and prepositional phrases;

(vii) pronouns, including subjective, objective, and possessive cases;

(viii) coordinating conjunctions to form compound subjects and predicates;

(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;

(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(E) publish and share 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. The student is expected to:

(A) compose literary texts, including personal narratives and poetry;

(B) compose informational texts, including procedural texts and reports; and

(C) compose correspondence such as thank you notes or letters.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant sources and information to answer the questions;

(D) identify primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) cite sources appropriately; and

(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Source: The provisions of this §110.6 adopted to be effective September 25, 2017, 42 TexReg 4999; amended to be effective August 1, 2019, 44 TexReg 3835.*

**§110.5. English Language Arts and Reading, Grade 3, Revised August 2019.**

(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 and a conclusion; and

(ii) developing an engaging idea with relevant 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;

(ii) past, present, and future verb tense;

(iii) singular, plural, common, and proper nouns;

(iv) adjectives, including their comparative and superlative forms;

(v) adverbs that convey time and adverbs that convey manner;

(vi) prepositions and prepositional phrases;

(vii) pronouns, including subjective, objective, and possessive cases;

(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;

(ix) capitalization of official titles of people, holidays, and geographical names and places;

(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; 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) 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, including personal narratives and poetry, using genre characteristics and craft;

(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and

(D) compose correspondence such as thank you notes or letters.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions on a topic for formal and informal inquiry;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) identify primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) recognize the difference between paraphrasing and plagiarism when using source materials;

(G) create a works cited page; and

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Source: The provisions of this §110.6 adopted to be effective September 25, 2017, 42 TexReg 4999; amended to be effective August 1, 2019, 44 TexReg 3835.*

**§110.6. English Language Arts and Reading, Grade 4, Revised August 2019**

 (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 with relevant 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) singular, plural, common, and proper nouns;

(iv) adjectives, including their comparative and superlative forms;

(v) adverbs that convey frequency and adverbs that convey degree;

(vi) prepositions and prepositional phrases;

(vii) pronouns, including reflexive;

(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;

(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;

(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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) 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 and poetry using genre characteristics and craft;

(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and

(D) compose correspondence that requests information.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate and clarify questions on a topic for formal and informal inquiry;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) identify primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) recognize the difference between paraphrasing and plagiarism when using source materials;

(G) develop a bibliography; and

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Source: The provisions of this §110.6 adopted to be effective September 25, 2017, 42 TexReg 4999; amended to be effective August 1, 2019, 44 TexReg 3835.*

**§110.7. English Language Arts and Reading, Grade 5, Revised August 2019.**

(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) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; 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) 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 brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and

(D) compose correspondence that requests information.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate and clarify questions on a topic for formal and informal inquiry;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) understand credibility of primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) differentiate between paraphrasing and plagiarism when using source materials;

(G) develop a bibliography; and

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Source: The provisions of this §110.6 adopted to be effective September 25, 2017, 42 TexReg 4999; amended to be effective August 1, 2019, 44 TexReg 3835.*

**§110.22. English Language Arts and Reading, Grade 6, Revised August 2019.**

(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:

(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

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

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts and details;

(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

(D) edit drafts using standard English conventions, including:

(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

(ii) consistent, appropriate use of verb tenses;

(iii) conjunctive adverbs;

(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;

(v) pronouns, including relative;

(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;

(viii) punctuation marks, including commas in complex sentences, transitions, and introductory ~~elements~~; and

(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

(E) publish written work for appropriate audiences.

(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 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) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate student-selected and teacher-guided questions for formal and informal inquiry;

(B) develop and revise a plan;

(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;

(D) identify and gather relevant information from a variety of sources;

(E) differentiate between primary and secondary sources;

(F) synthesize information from a variety of sources;

(G) differentiate between paraphrasing and plagiarism when using source materials;

(H) examine sources for:

(i) reliability, credibility, and bias; and

(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;

(I) display academic citations and use source materials ethically; and

(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Source: The provisions of this §110.22 adopted to be effective September 25, 2017, 42 TexReg 4999; amended to be effective August 1, 2019, 44 TexReg 3835.*

**§110.23. English Language Arts and Reading, Grade 7, Revised August 2019.**

(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:

(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

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

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

(D) edit drafts using standard English conventions, including:

(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

(ii) consistent, appropriate use of verb tenses;

(iii) conjunctive adverbs;

(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;

(v) pronoun-antecedent agreement;

(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

(vii) correct capitalization;

(viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and

(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

(E) publish written work for appropriate audiences.

(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 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) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate student-selected and teacher-guided questions for formal and informal inquiry;

(B) develop and revise a plan;

(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;

(D) identify and gather relevant information from a variety of sources;

(E) differentiate between primary and secondary sources;

(F) synthesize information from a variety of sources;

(G) differentiate between paraphrasing and plagiarism when using source materials;

(H) examine sources for:

(i) reliability, credibility, and bias; and

(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;

(I) display academic citations and use source materials ethically; and

(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Source: The provisions of this §110.23 adopted to be effective September 25, 2017, 42 TexReg 4999, amended to be effective August 1, 2019, 44 TexReg 3835.*

**§110.24. English Language Arts and Reading, Grade 8, Revised August 2019.**

(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:

(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

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

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

(D) edit drafts using standard English conventions, including:

(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

(ii) consistent, appropriate use of verb tenses and active and passive voice;

(iii) prepositions and prepositional phrases and their influence on subject-verb agreement;

(iv) pronoun-antecedent agreement;

(v) correct capitalization;

(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and

(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

(E) publish written work for appropriate audiences.

(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 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) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate student-selected and teacher-guided questions for formal and informal inquiry;

(B) develop and revise a plan;

(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;

(D) identify and gather relevant information from a variety of sources;

(E) differentiate between primary and secondary sources;

(F) synthesize information from a variety of sources;

(G) differentiate between paraphrasing and plagiarism when using source materials;

(H) examine sources for:

(i) reliability, credibility, and bias, including omission; and

(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;

(I) display academic citations and use source materials ethically; and

(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Source: The provisions of this §110.24 adopted to be effective September 25, 2017, 42 TexReg 4999; amended to be effective, August 1, 2019, 44 TexReg 3835.*