

<i>Proclamation 2020</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material		
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading	
Subchapter	Subchapter C. High School	
Course	§110.53. Research and Technical Writing (One-Half to One Credit)	
(a) Introduction		
<p>(1) The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.</p> <p>(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) The essential knowledge and skills as well as the student expectations for Research and Technical Writing, an elective course, are described in subsection (b) of this section.</p>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student writes for a variety of purposes and audiences. The student is expected to:	(A) write informative and persuasive texts, including essays, reports, and proposals	(i) write informative texts, including essays
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(1) The student writes for a variety of purposes and audiences. The student is expected to:	(A) write informative and persuasive texts, including essays, reports, and proposals	(iv) write persuasive texts, including essays
(1) The student writes for a variety of purposes and audiences. The student is expected to:	(A) write informative and persuasive texts, including essays, reports, and proposals	(v) write persuasive texts, including reports
(1) The student writes for a variety of purposes and audiences. The student is expected to:	(A) write informative and persuasive texts, including essays, reports, and proposals	(vi) write persuasive texts, including proposals

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(1) The student writes for a variety of purposes and audiences. The student is expected to:	(B) use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda	(i) use the distinguishing characteristics of various written forms, including essays
(1) The student writes for a variety of purposes and audiences. The student is expected to:	(B) use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda	(ii) use the distinguishing characteristics of various written forms, including scientific reports
(1) The student writes for a variety of purposes and audiences. The student is expected to:	(B) use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda	(iii) use the distinguishing characteristics of various written forms, including speeches
(1) The student writes for a variety of purposes and audiences. The student is expected to:	(B) use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda	(iv) use the distinguishing characteristics of various written forms, including memoranda
(1) The student writes for a variety of purposes and audiences. The student is expected to:	(C) write in voice and style appropriate to audience and purpose	(i) write in voice appropriate to audience
(1) The student writes for a variety of purposes and audiences. The student is expected to:	(C) write in voice and style appropriate to audience and purpose	(ii) write in voice appropriate to purpose
(1) The student writes for a variety of purposes and audiences. The student is expected to:	(C) write in voice and style appropriate to audience and purpose	(iii) write in style appropriate to audience
(1) The student writes for a variety of purposes and audiences. The student is expected to:	(C) write in voice and style appropriate to audience and purpose	(iv) write in style appropriate to purpose
(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	(i) organize ideas in writing to ensure coherence
(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	(ii) organize ideas in writing to ensure logical progression
(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	(iii) organize ideas in writing to ensure support for ideas
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(A) apply prewriting strategies to generate ideas and plan	(i) apply prewriting strategies to generate ideas
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(A) apply prewriting strategies to generate ideas and plan	(ii) apply prewriting strategies to plan

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(i) employ precise language to communicate ideas clearly
(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	(ii) employ precise language to communicate ideas concisely
(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	(iii) employ technical vocabulary to communicate ideas clearly
(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	(iv) employ technical vocabulary to communicate ideas concisely
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(C) use sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(i) use sentence structure appropriate to audience
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(C) use sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(ii) use sentence structure appropriate to purpose
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(C) use sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(iii) use organization appropriate to audience
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(C) use sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(iv) use organization appropriate to purpose
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(C) use sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(v) use rhetorical devices appropriate to audience
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(C) use sentence structure, organization, and rhetorical devices appropriate to audience and purpose	(vi) use rhetorical devices appropriate to purpose
(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	(i) use effective sequence to achieve coherence

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(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	(ii) use effective sequence to achieve meaning
(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	(iii) use effective transitions to achieve coherence
(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	(iv) use effective transitions to achieve meaning
(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	(i) revise drafts by rethinking content to better accomplish the task
(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	(ii) revise drafts by rethinking organization to better accomplish the task
(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	(iii) revise drafts by rethinking style to better accomplish the task
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(F) edit as appropriate for the conventions of standard written English	(i) edit as appropriate for the conventions of standard written English
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(G) use resources such as texts and other people for editing	(i) use resources for editing
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(H) use available technology for aspects of creating, revising, editing, and publishing texts	(i) use available technology for aspects of creating texts
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(H) use available technology for aspects of creating, revising, editing, and publishing texts	(ii) use available technology for aspects of revising texts
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(H) use available technology for aspects of creating, revising, editing, and publishing texts	(iii) use available technology for aspects of editing texts

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(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(H) use available technology for aspects of creating, revising, editing, and publishing texts	(iv) use available technology for aspects of publishing texts
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(I) write both independently and collaboratively	(i) write independently
(2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	(I) write both independently and collaboratively	(ii) write collaboratively
(3) The student writes to investigate self-selected and assigned topics. The student is expected to:	(A) use writing to formulate questions, refine topics, and clarify ideas	(i) use writing to formulate questions
(3) The student writes to investigate self-selected and assigned topics. The student is expected to:	(A) use writing to formulate questions, refine topics, and clarify ideas	(ii) use writing to refine topics
(3) The student writes to investigate self-selected and assigned topics. The student is expected to:	(A) use writing to formulate questions, refine topics, and clarify ideas	(iii) use writing to clarify ideas
(3) The student writes to investigate self-selected and assigned topics. The student is expected to:	(B) organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts	(i) organize all types of information from multiple sources, including primary resources, using available technology
(3) The student writes to investigate self-selected and assigned topics. The student is expected to:	(B) organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts	(ii) organize all types of information from multiple sources, including secondary resources, using available technology
(4) The student applies the conventions of usage and mechanics of written English. The student is expected to:	(A) use correct capitalization and punctuation	(i) use correct capitalization
(4) The student applies the conventions of usage and mechanics of written English. The student is expected to:	(A) use correct capitalization and punctuation	(ii) use correct punctuation
(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	(i) use correct spelling in the final draft

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(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	(i) demonstrate control over grammatical elements in final drafts
(4) The student applies the conventions of usage and mechanics of written English. The student is expected to:	(D) use appropriate technical vocabulary	(i) use appropriate technical vocabulary
(4) The student applies the conventions of usage and mechanics of written English. The student is expected to:	(E) consistently use a documentation manual or form consistent with the student's field of study such as <i>Modern Language Association (MLA)</i> , <i>American Psychological Association (APA)</i> , and <i>The Chicago Manual of Style (CMS)</i>	(i) consistently use a documentation manual or form consistent with the student's field of study
(5) The student evaluates his/her own writing and the writing of others. The student is expected to:	(A) analyze and discuss published pieces as writing models	(i) analyze published pieces as writing models
(5) The student evaluates his/her own writing and the writing of others. The student is expected to:	(A) analyze and discuss published pieces as writing models	(ii) discuss published pieces as writing models
(5) The student evaluates his/her own writing and the writing of others. The student is expected to:	(B) apply criteria to evaluate writing	(i) apply criteria to evaluate writing
(5) The student evaluates his/her own writing and the writing of others. The student is expected to:	(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer	(i) accumulate his/her own written work
(5) The student evaluates his/her own writing and the writing of others. The student is expected to:	(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer	(ii) review his/her own written work to determine its strengths
(5) The student evaluates his/her own writing and the writing of others. The student is expected to:	(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer	(iii) review his/her own written work to determine its weaknesses
(5) The student evaluates his/her own writing and the writing of others. The student is expected to:	(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer	(iv) review his/her own written work to set goals as a writer
(5) The student evaluates his/her own writing and the writing of others. The student is expected to:	(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer	(v) evaluate his/her own written work to determine its strengths

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(5) The student evaluates his/her own writing and the writing of others. The student is expected to:	(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer	(vi) evaluate his/her own written work to determine its weaknesses
(5) The student evaluates his/her own writing and the writing of others. The student is expected to:	(C) accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer	(vii) evaluate his/her own written work to set goals as a writer