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| Proclamation 2020 Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material | |
| Subject | Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading |
| Subchapter | Subchapter C. High School |
| Course | §110.52. Creative Writing (One-Half to One Credit) |
| (a) Introduction | |
| <p>(1) The study of creative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. 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as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.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 Creative Writing, an elective course, are described in subsection (b) of this section.</p> | |
| (b) Knowledge and Skills. | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
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| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (A) write expressive, informative, and persuasive literary texts effectively | (i) write expressive literary texts effectively |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (A) write expressive, informative, and persuasive literary texts effectively | (ii) write informative literary texts effectively |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (A) write expressive, informative, and persuasive literary texts effectively | (iii) write persuasive literary texts effectively |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (B) demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing | (i) demonstrate the distinguishing characteristics of various written forms in his/her own writing |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (C) elaborate writing when appropriate such as using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning | (i) elaborate writing when appropriate to enhance meaning |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (D) employ various points of view to communicate effectively | (i) employ various points of view to communicate effectively |

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| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (E) choose topics and forms to develop fluency and voice | (i) choose topics to develop fluency |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (E) choose topics and forms to develop fluency and voice | (ii) choose topics to develop voice |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (E) choose topics and forms to develop fluency and voice | (iii) choose forms to develop fluency |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (E) choose topics and forms to develop fluency and voice | (iv) choose forms to develop voice |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (F) use word choice, sentence structure, and repetition to create tone | (i) use word choice to create tone |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (F) use word choice, sentence structure, and repetition to create tone | (ii) use sentence structure to create tone |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (F) use word choice, sentence structure, and repetition to create tone | (iii) use repetition to create tone |
| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (G) organize ideas in writing to ensure coherence, logical progression, and support for ideas | (i) organize ideas in writing to ensure coherence |

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| (1) The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: | (G) 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 audiences and purposes to develop versatility as a writer. The student is expected to: | (G) 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) select and apply prewriting strategies to generate ideas, develop voice, and plan | (i) select 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) select and apply prewriting strategies to generate ideas, develop voice, and plan | (ii) select prewriting strategies to develop voice |
| (2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: | (A) select and apply prewriting strategies to generate ideas, develop voice, and plan | (iii) select prewriting strategies to plan |
| (2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: | (A) select and apply prewriting strategies to generate ideas, develop voice, and plan | (iv) 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) select and apply prewriting strategies to generate ideas, develop voice, and plan | (v) apply prewriting strategies to develop voice |
| (2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: | (A) select and apply prewriting strategies to generate ideas, develop voice, and plan | (vi) apply prewriting strategies to plan |

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| (2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: | (B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting | (i) develop drafts by organizing ideas |
| (2) The student 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 | (i) use vocabulary 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 vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose | (ii) 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 vocabulary, 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 vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose | (iv) 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 vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose | (v) use vocabulary 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 vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose | (vi) use sentence structure appropriate to purpose |

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| (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 | (vii) 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 vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose | (viii) 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 |
| (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 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 | (iii) 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 | (iv) use effective transitions to achieve meaning |

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| (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 | (i) revise drafts by rethinking content |
| (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 | (ii) revise drafts by rethinking organization |
| (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 | (iii) revise drafts by rethinking style |
| (2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: | (F) frequently refine selected pieces to publish for general and specific audiences | (i) frequently refine selected pieces to publish for general audiences |
| (2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: | (F) frequently refine selected pieces to publish for general and specific audiences | (ii) frequently refine selected pieces to publish for specific audiences |
| (2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: | (G) write both independently and collaboratively | (i) write independently |

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| (2) The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: | (G) write both independently and collaboratively | (ii) write collaboratively |
| (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 | (i) use correct capitalization |
| (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 | (ii) use correct punctuation |
| (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 | (i) spell with accuracy in the final draft |
| (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 | (i) demonstrate control over grammatical elements in the final draft |
| (4) The student evaluates his/her own writing and the writings of others. The student is expected to: | (A) analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language | (i) analyze published pieces as writing models |

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| (4) The student evaluates his/her own writing and the writings of others. The student is expected to: | (A) analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language | (ii) discuss published pieces as writing models |
| (4) The student evaluates his/her own writing and the writings of others. The student is expected to: | (B) generate and apply peer and self-assessment | (i) generate peer assessment |
| (4) The student evaluates his/her own writing and the writings of others. The student is expected to: | (B) generate and apply peer and self-assessment | (ii) generate self-assessment |
| (4) The student evaluates his/her own writing and the writings of others. The student is expected to: | (B) generate and apply peer and self-assessment | (iii) apply peer assessment |
| (4) The student evaluates his/her own writing and the writings of others. The student is expected to: | (B) generate and apply peer and self-assessment | (iv) apply self-assessment |
| (4) The student evaluates his/her own writing and the writings 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 |
| (4) The student evaluates his/her own writing and the writings 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 |

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| (4) The student evaluates his/her own writing and the writings 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) evaluate his/her own written work to determine its strengths |
| (4) The student evaluates his/her own writing and the writings 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) evaluate his/her own written work to determine its weaknesses |
| (4) The student evaluates his/her own writing and the writings 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 set goals as a writer |