

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:												
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	Grade 7 110.23	Grade 8 110.24	English I 110.36	English II 110.37	English III 110.38	English IV 110.39
(11)	(12)	(12)	(12)	(12)	(12)	(11)	(11)	(11)	(10)	(10)	(10)	(10)
(A) dictate or compose literary texts, including personal narratives; and	(A) dictate or compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry;	(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	(A) compose literary texts such as fiction and poetry using genre characteristics and craft;
(B) dictate or compose informational texts.	(B) dictate or compose informational texts, including procedural texts; and	(B) compose informational texts, including procedural texts and reports; and	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and 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;	(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and 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;	(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;	(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;	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;	(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;
			(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft; and	(C) compose argumentative texts using genre characteristics and craft;	(C) compose argumentative texts using genre characteristics and craft;
	(C) dictate or compose correspondence such as thank you notes or letters.	(C) compose correspondence such as thank you notes or letters.	(D) compose correspondence such as thank you notes or letters.	(D) compose correspondence that requests information.	(D) compose correspondence that requests information.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure.	(D) compose correspondence in a professional or friendly structure;	(D) compose correspondence in a professional or friendly structure;
											(E) compose literary analysis using genre characteristics and craft; and	(E) compose literary analysis using genre characteristics and craft; and
											(F) compose rhetorical analysis using genre characteristics and craft.	(F) compose rhetorical analysis using genre characteristics and craft.