TEKS CROSSWALK
GRADE 1

Modules Coming Soon: Aggression, Erin's Law, Hygiene, Making Friends, Refocus

Standard	Standard Description	Anger	Boundaries	Bullying and Cyberbullying	Coping Strategies	Digital Safety	Diversity	Emotions	Empathy	Equity	Families	Gratitude	Growth Mindset	Healthy Communication	Healthy Relationships	Mindfulness	Peer Pressure	Resilience	Respect	Responsibility	Self-Esteem	Self-Regulation	Setting Goals	Teasing	Who Am I?	Worries
ELA.1.1.A	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.1.1.C	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.1.1.D	eveloping and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.1.1.E	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.1.6.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society with adult assistance	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.1.6.H	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to synthesize information to create new understanding with adult assistance	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•
ELA.1.7.A	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 describe personal connections to a variety of sources	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.1.7.B	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 write brief comments on literary or informational texts					•					•	•											•			
ELA.1.7.E	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 interact with sources in meaningful ways such as illustrating or writing		•		•	•	•	•	•	•	•	•	•		•	•	•	•		•	•		•	•	•	•
ELA.1.7.F	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 respond using newly acquired vocabulary as appropriate.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

TEKS CROSSWALK
GRADE 2

Modules Coming Soon: Aggression, Erin's Law, Hygiene, Making Friends, Refocus

Standard	Standard Description	Anger	Boundaries	Bullying and Cyberbullying	Coping Strategies	Digital Safety	Diversity	Emotions	Empathy	Equity	Families	Gratitude	Growth Mindset	Healthy Communication	Healthy Relationships	Mindfulness	Peer Pressure	Resilience	Respect	Responsibility	Self-Esteem	Self-Regulation	Setting Goals	Teasing	Who Am I?	Worries
ELA2.1.A	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 demonstrate phonological awareness by (i) producing a series of rhyming words; (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and (iv) manipulating phonemes within base words	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA2.1.C	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 demonstrate and apply spelling knowledge by: spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.2.1.D	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 alphabetize a series of words and use a dictionary or glossary to find words	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.2.1.E	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.2.6.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society	•	•	•	•							•			•	•	•	•	•	•	•	•	•	•	•	•
ELA.2.6.H	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to synthesize information to create new understanding	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.2.7.A	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 describe personal connections to a variety of sources	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.2.7.B	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 write brief comments on literary or informational texts that demonstrate an understanding of the text				•						•	•											•			
ELA.2.7.E	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 interact with sources in meaningful ways such as illustrating or writing		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•		•	•	•	•
ELA.2.7.F	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 respond using newly acquired vocabulary as appropriate.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

TEKS CROSSWALK
GRADE 3

Modules Coming Soon: Aggression, Erin's Law, Hygiene, Making Friends, Refocus

Standard	Standard Description	Anger	Boundaries	Bullying and Cyberbullying	Coping Strategies	Digital Safety	Diversity	Emotions	Empathy	Equity	Families	Gratitude	Growth Mindset	Healthy Communication	Healthy Relationships	Mindfulness	Peer Pressure	Resilience	Respect	Responsibility	Self-Esteem	Self-Regulation	Setting Goals	Teasing	Who Am I?	Worries
ELA.3.1.A	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively, ask relevant questions to clarify information, and make pertinent comments	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.3.1.C	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively, ask relevant questions to clarify information, and make pertinent comments	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.3.1.D	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.3.1.E	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to develop social communication such as conversing politely in all situations		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.3.6.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected tomake connections to personal experiences, ideas in other texts, and society	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.3.6.H	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to synthesize information to create new understanding	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.3.7.B	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 write a response to a literary or informational text that demonstrates an understanding of a text				•		•	•		•	•	•	•	•		•	•	•	•	•			•	•		
ELA.3.7.E	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 tointeract with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.3.7.F	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 respond using newly acquired vocabulary as appropriate	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.3.7.G	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 discuss specific ideas in the text that are important to the meaning	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ELA.3.9.D.ii	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	•	•														•									
ELA.3.12.D	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 compose correspondence such as thank you notes or letters											•														

TEKS CROSSWALK
GRADE 4

BASE EDUCATION

Modules Coming Soon: Aggression, Erin's Law, Hygiene, Making Friends, Refocus

Standard	Standard Description	Anger	Boundaries	Bullying and Cyberbullying	Coping Strategies	Digital Safety	Diversity	Emotions	Empathy	Equity	Families	Gratitude	Growth Mindset	Healthy Communication	Healthy Relationships	Mindfulness	Peer Pressure	Resilience	Respect	Responsibility	Self-Esteem	Self-Regulation	Setting Goals	Teasing	Who Am I?	Worries	Keeping Calm (grades 4-6)
ELA.4.1.A	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively, ask relevant questions to clarify information, and make pertinent comments	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.4.1.C	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.4.3.B	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.4.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text			●		●			●																●		●
ELA.4.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time			●		●																			●		●
ELA.4.6.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society			●		●				●	●	●	●	●	●	●					●	●	●	●	●	●	●
ELA4.6.F	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make inferences and use evidence to support understanding						●	●																			●
ELA.4.6.H	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to synthesize information to create new understanding	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●					●	●	●	●	●	●	●
ELA.4.7.A	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 describe personal connections to a variety of sources, including self-selected texts	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.4.7.B	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 write responses that demonstrate understanding of texts, including comparing and contrastingideas across a variety of sources			●		●		●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.4.7.C	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 use text evidence to support an appropriate response			●		●		●		●		●	●			●	●	●	●	●			●	●	●		●
ELA.4.7.D	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 retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	●	●	●	●	●	●	●	●								●	●	●	●							●
ELA.4.7.E	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 interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.4.7.F	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 respond using newly acquired vocabulary as appropriate	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.4.7.G	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 discuss specific ideas in the text that are important to the meaning	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.4.8.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to explain the interactions of the characters and the changes they undergo			●		●																					●
ELA.4.9.D.iii	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast	●		●		●																					●

TEKS CROSSWALK

GRADE 5

Modules Coming Soon: Aggression, Erin's Law, Hygiene, Making Friends, Refocus

BASE EDUCATION

Standard	Standard Description	Anger	Boundaries	Bullying and Cyberbullying	Coping Strategies	Digital Safety	Diversity	Emotions	Empathy	Equity	Families	Gratitude	Growth Mindset	Healthy Communication	Healthy Relationships	Mindfulness	Peer Pressure	Resilience	Respect	Responsibility	Self-Esteem	Self-Regulation	Setting Goals	Teasing	Who Am I?	Worries	Keeping Calm (Grades 4-6)
ELA.5.1.A	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.5.3.B	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.5.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.			●		●																			●		●
ELA.5.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.			●		●																			●		●
ELA.5.6.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.5.6.H	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to synthesize information to create new understanding	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.5.7.A	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 describe personal connections to a variety of sources, including self-selected texts		●	●	●	●			●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●
ELA.5.7.B	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 write responses that demonstrate understanding of texts, including comparing and contrastingideas across a variety of sources		●	●	●	●	●	●		●		●	●				●	●	●	●			●	●	●		●
ELA.5.7.C	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 use text evidence to support an appropriate response			●	●	●																			●		●
ELA.5.7.E	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 interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●			●		●
ELA.5.7.F	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 respond using newly acquired vocabulary as appropriate	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.5.7.G	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 discuss specific ideas in the text that are important to the meaning	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ELA.5.8.B	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to analyze the relationships of and conflicts among the characters			●	●	●																			●		●