English Language Arts and Reading

(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(A) recognize characteristics and structures of literary text including:	(A) recognize characteristics and structures of literary text including:	(A) recognize characteristics and structures of literary text including:	(A) recognize characteristics and structures of literary text including:	(A) recognize characteristics and structures of literary texts including:	(A) recognize characteristics and structures of literary texts including:	(A) recognize characteristics and structures of literary texts including:	(A) recognize characteristics and structures of literary texts including:	(A) recognize characteristics and structures of literary texts including:	(A) analyze the characteristics and structural elements of literary texts such as character, plot, and theme;	(A) analyze the characteristics and structural elements of literary texts such as character, plot, and theme;	(A) analyze the characteristics and structural elements of literary texts such as character, plot, and universal theme from different time periods;	(A) analyze the characteristics and structural elements of literary texts such as character, plot, and universal theme from different time periods;
(i) identifying the main events, problem, and solution in the plot for texts read aloud;	(i) identifying and understanding the main events including problem and solution in the plot for texts read aloud and independently;	(i) identifying and understanding the main events including problem and solution in the plot for texts read aloud and independently;	(i) understanding how one event builds on another, how the problem is solved and follow multiple events and characters in the plot;	(i) analyze and summarize the elements of plot development including rising action, climax, falling action, and resolution including flashback as a way to develop plot;	(i) analyzing and summarizing the elements of plot development including rising action, climax, falling action, and resolution including non-linear elements such as flashback;	(i) analyzing and summarizing the relationship between of nonlinear plot development including the use of foreshadowing to advance the plot;	(i) summarizing complex plots with one or more subplots;	(i) analyzing complex linear and nonlinear plots with one or more subplots;	(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, and pertinent examples;	(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, and pertinent examples;	(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and insightful commentary;	(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and insightful commentary;
(ii) identifying the setting of a story, including where and when the story takes place;	(ii) describing the setting with where and when;	(ii) describing the importance of the setting or multiple settings;	(ii) understanding the relationship of the setting to the plot;	(ii) explaining the significance of the setting to the plot, including a historical setting;	(ii) explaining the significance of the setting of the plot, including historical setting;	(ii) explaining the influence of the setting in character and plot development ;	(ii) explaining the influences of settings in character and plot development in works with one or more subplots;	(ii) analyzing the influence of setting in character and plot development in linear and nonlinear plots;	[Consider for ESOL: *Use features, including,[insert features] to form an overview of informational texts and determine where to locate information*]	(C) analyze characteristics and structural elements of argumentative texts such as clear arguable thesis, reasoning, appeals, and counter argument;	(C) analyze characteristics and structural elements of argumentative texts such as clear arguable thesis, reasoning, appeals, and opposing viewpoints;	(C) analyze characteristics and structural elements of argumentative texts such as clear arguable thesis, reasoning, appeals, and opposing viewpoints; and
(iii) identifying and describing the main character(s); and	(iii) describing the main characters and how their feelings change and actions; and	(iii) describing the main characters and how their feeling and actions change; and	(iii) explaining the relationship among the characters; and	(iii) explaining the interactions of the characters and the changes they undergo; and	(iii) explaining the roles and functions of characters including their relationships and conflicts;	(iii) analyzing the roles and functions of characters including their relationships and conflicts;	(iii) analyze the development of plot through the internal and internal responses of characters including their relationships and conflicts;	(iii) analyzing how the central characters' qualities influence the resolution of the central conflict and the theme; and	(C) analyze characteristics and structural elements of argumentative texts such as clear arguable thesis, reasoning, appeals, and counter argument;	(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and	(D) evaluate and critique the characteristics of multimodal texts for literary, informational, and argumentative purposes;	(D) evaluate and critique the characteristics of multimodal texts for literary, informational, and argumentative purposes; and
(iv) identifying the basic theme such as people need a place to belong;	(iv) identifying the basic theme such as working together as a community;	(iv) identifying the basic theme such as treating people fairly;	(iv) identifying basic themes with textual evidence;	(iv) identifying and inferring basic themes with textual evidence;	(iv) explaining multiple themes and ideas not explicitly stated in and across texts; and	(iv) explaining multiple themes and ideas not explicitly stated in texts; and	(iv) interpret complex themes in which there are multiple perspectives;	(iv) interpreting complex themes in which there are multiple perspectives;	(D) evaluate characteristics and structural elements of argumentative texts such as clear arguable thesis, reasoning, appeals, and counter argument;	(E) analyze how the historical period and cultural contexts influence texts;	(E) analyze how the historical period and cultural contexts influence texts; and	(E) analyze how the historical period and cultural contexts influence texts; and
(B) recognize characteristics and structures of informational text including:	(B) recognize characteristics and structures of informational text including:	(B) recognize characteristics and structures of informational text including:	(B) recognize characteristics and structures of informational text including:	(B) recognize characteristics and structures of informational text including:	(v) identifying the elements of a play, including acts, scenes, stage directions, and scripted dialogue.	(v) describing how a playwright uses acts, scenes, stage directions, and scripted dialogue to develop dramatic action.	(v) analyzing how a playwright develops plot through the use of dialogue and stage directions.	(v) analyzing how playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays;	(E) analyze how the historical period and cultural contexts influence texts;	(F) recognize how forms and structures are the same and different within and across genres such as	(F) recognize how forms and structures are the same and different within and across genres such as	(F) recognize how forms and structures are the same and different within and across genres such as
(i) using features, including titles and photographs, to locate, explain, or use information; and	(i) using features, including headings, table of contents, index, glossary, and labels, to locate, explain, or use information; and	(i) using features, including subheadings, paragraphs, types, styles, and columns to locate, explain, or use information; and	(i) using features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text; and	(i) using features, including pronunciation guides and diagrams, to locate, explain, or use information and gain understanding of text; and	(B) recognize characteristics and structures of informational text including:	[dramatic action: continuous conflict between and among the characters]	(v) analyzing how multiple organizational structures develop the main ideas and the author's viewpoint;	(F) recognize how forms and structures are the same and different within and across genres such as	(F) recognize how forms and structures are the same and different within and across genres such as			
(ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns;	(ii) discuss how different organizational structures such as description, temporal sequence, and categorical support the main ideas;	(ii) discuss how different organizational structures such as description, temporal sequence, categorical, and questions/answers, support the main ideas;	(ii) identify how different organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution support the main ideas;	(ii) identify how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and chronological order support the main ideas;	(i) using features, including insets, timelines, and sidebars, to locate, explain, or use information and gain understanding of text; and	(B) recognize characteristics and structures of informational text including:	(B) recognize characteristics and structures of informational text including:					
(C) recognize characteristics and structures of persuasive or argumentative text including:	(C) recognize characteristics and structures of persuasive or argumentative text including:	(C) recognize characteristics and structures of persuasive or argumentative text including:	(C) recognize characteristics and structures of persuasive or argumentative text including:	(C) recognize characteristics and structures of persuasive or argumentative text including	(ii) explain how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and sequential and chronological order	(i) using features such as introduction, foreword, or preface, references, or acknowledgements to gain background information and understand the author's perspective on the topic; and	(i) explaining how the text is designed to organize and convey ideas; and	(B) recognize characteristics and structures of informational text including:				
(i) discussing what the author is trying to persuade the reader to think or do;	(i) discussing what the author is trying to persuade the reader to think or do;	(i) discussing what the author is trying to persuade the reader to think or do;	(i) identifying what the author is trying to persuade the reader to think or do by identifying the thesis	(i) identifying what the author is trying to persuade the reader to think or do		(ii) explaining how different	(ii) analyzing how multiple organizational structures develop the main ideas and the author's viewpoint;	(i) explaining how the text is designed to organize and convey ideas; and				
(D) explore the characteristics of multimodal texts for a variety of purposes;	(D) explore the characteristics of multimodal texts for a variety of purposes	(D) recognize the characteristics of					(C) recognize characteristics and structures of persuasive or argumentative text including:	(ii) evaluating the author's use of multiple structures to organize information coherently;				
(E) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar							(i) analyzing the argument by identifying the claim the author presents in	(C) recognize characteristics and structures of persuasive or				
						(ii) explaining how different		(i) analyzing the argument by identifying the claim the author presents in	(C) recognize characteristics and structures of				

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
and traditional poems; and (F) recognize how forms and structures are the same and different within and across genres including fiction, nonfiction, traditional, and poetry.	(E) identify the rhyme, rhythm, repetition, imagery and meaning in a variety of poems; and (F) Recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, traditional, informational text, persuasive text, procedural text, and poetry.	multimodal texts for a variety of purposes; (E) identify and explain the elements of poetry, including rhyme, rhythm, repetition, imagery, and theme in narrative and lyrical poems; (F) recognize how forms and structures are the same and different within and across genres including fiction versus nonfiction, realistic fiction, traditional, animal fantasy, informational text, persuasive text, procedural text, and poetry.	and facts or opinions that support the thesis; [Discuss "construct with Strand 3 and 7] (D) interpret and construct multimodal texts and digital literacies for a variety of purposes; (E) understand and identify elements of poetry, including rhyme, rhythm, repetition, alliteration and layout found in free verse, narrative, lyrical, and concrete forms; (F) recognize how forms and structures are the same and different within and across genres including, realistic fiction, traditional, biographies, personal narrative/memoir, informational text, and poetry.	(i) identifying and analyzing what the author is trying to persuade the reader to think or do by identifying the thesis and facts or opinions that support the thesis; (D) interpret and construct multimodal texts and digital literacies for a variety of purposes; (E) understand and identify elements of poetry, including stanzas and line breaks found in free verse, narrative, lyrical, and concrete forms; (F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, biographies, autobiographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.	support the main ideas; (C) recognize characteristics and structures of persuasive or argumentative text including: (i) identifying the thesis and explain how the author has used facts for or against an argument and verifying the facts; (D) interpret and construct multimodal texts and digital literacies for a variety of purposes; (E) understand and identify elements of poetry, including internal rhyme, onomatopoeia, and rhyme scheme found in various forms of poetry; and (F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, biographies, autobiographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.	organizational structures such as description, cause and effect, compare and contrast, sequential order, chronological order, proposition-and-support, and problem-and-solution, support the main ideas; (C) recognize characteristics and structures of persuasive or argumentative text including: (i) analyze the argument by identifying the claim the author presents in the thesis and explain how the author supports their position with detailed and relevant evidence, and consideration of alternatives; (D) analyze and construct multimodal texts and digital literacies for a variety of purposes; (E) analyze the importance of visual elements such as capital letters, line length, word position) in various forms of poetry; (F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text.	the thesis, and explain how the author anticipates and answers readers concerns and counter-arguments, and analyze the evidence presented; (D) analyze and construct multimodal texts and digital literacies for a variety of purposes; (E) analyze how the form (including) contributes to the meaning of a poem; (F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text.	persuasive or argumentative text including: (i) analyzing the argument by identifying the claim the author presents in the thesis, and explain how the author anticipates and answers readers concerns and counter-arguments, and use of appeals; (D) analyze and construct multimodal texts and digital literacies for a variety of purposes; (E) analyze how the language and form or structure support the meaning of a poem; (F) recognize how forms and structures are the same and different within and across genres such as historical fiction, epics and ballads, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text. .				