(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 | ESOL I | ESOL II |
|-----|--|--|---|--|---|--|--|--|--|
| | A) recognize | (A) recognize | (A) recognize | (A) recognize | (A) recognize | (A) recognize | (A) recognize | (A) analyze the | (A) analyze the |
| | haracteristics and | characteristics and | characteristics and | characteristics and | characteristics and | characteristics and | characteristics and | characteristics and | characteristics and |
| | tructures of literary text | structures of literary text | structures of literary text | structures of literary texts | structures of literary texts | structures of literary | structures of literary texts | structural elements of | structural elements of |
| - 1 | ncluding: | including: | including: | including: | including: | texts including: | including: | literary texts such as | literary texts such as |
| | (i) identifying the main | (i) identifying and | (i) identifying and | (i) understanding how | (i) analyze and | (i) analyzing and | (i) analyzing and | character, plot, and | character, plot, and |
| | events, problem, and | understanding the main | understanding the main | one event builds on | summarize the elements | summarizing the | summarizing the | theme; | theme; |
| | solution in the plot for | events including problem | events including problem | another, how the problem | of plot development | elements of plot | relationship between of | (B) analyze | (B) analyze |
| | texts read aloud; | and solution in the plot | and solution in the plot | is solved and follow | including rising action, | development including | nonlinear plot | characteristics and | characteristics and |
| | (ii) identifying the | for texts read aloud and | for texts read aloud and | multiple events and | climax, falling action, and | rising action, climax, | development including | structural elements of | structural elements of |
| | setting of a story, | independently; | independently; | characters in the plot; | resolution including | falling action, and | the use of foreshadowing | informational texts such | informational texts such |
| | including where and | (ii) describing the setting | (ii) describing the | (ii) understanding the | flashback as a way to | resolution including | to advance the plot; | as clear thesis, relevant supporting evidence, and | as clear thesis, relevant |
| | when the story takes | with where and when; | importance of the setting | relationship of the setting | develop plot; | non-linear elements such as flashback; | (ii) explaining the | pertinent examples; | supporting evidence, and pertinent examples; |
| | place; | (iii) describing the main | or multiple settings; | to the plot; | (ii) explaining the | | influence of the setting in | | |
| | (iii) identifying and | characters and how their | (iii) describing the main | (iii) explaining the | significance of the setting | (ii) explaining the | character and plot | [Consider for ESOL: Use | (C) analyze |
| | describing the main | feelings change and | characters and how their | relationship among the | to the plot, including a historical setting; | significance of the setting of the plot, | development; | features, including,[insert features] to form an | characteristics and structural elements of |
| | character(s); and | actions; and | feeling and actions | characters; and | 3 | including historical | (iii) analyzing the roles | overview of informational | argumentative texts such |
| | (iv) identifying the basic | (iv) identifying the basic | change; and | (iv) identifying basic | (iii) explaining the | setting; | and functions of | texts and determine | as clear arguable thesis, |
| | theme such as people | theme such as working | (iv) identifying the basic | themes with textual | interactions of the | | characters including their | where to locate | reasoning, appeals, and |
| | need a place to belong; | together as a community; | theme such as treating | evidence; | characters and the changes they undergo; | (iii) explaining the roles and functions of | relationships and conflicts; | information] | counter argument; |
| | B) recognize | (B) recognize | people fairly; | (B) recognize | and | characters including | | (C) analyze | (D) evaluate the |
| | haracteristics and | characteristics and | (B) recognize | characteristics and | | their relationships and | (iv) explaining multiple | characteristics and | characteristics of |
| | tructures of | structures of | characteristics and | structures of | (iv) identifying and | conflicts; | themes and ideas not | structural elements of | multimodal texts for |
| j | nformational text | informational text | structures of | informational text | inferring basic themes with textual evidence; | (iv) explaining multiple | explicitly stated in texts; and | argumentative texts such | literary, informational, |
| j | ncluding: | including: | informational text | including: | ŕ | themes and ideas not | | as clear arguable thesis, | and argumentative |
| , | i) using features, | (i) using features, | including: | (i) using features, | (B) recognize | explicitly stated within | (v) describing how a | reasoning, appeals, and | purposes; and |
| i | ncluding titles and | including headings, table | (i) using features, | including chapters, | characteristics and structures of | and across texts; and | playwright uses acts, scenes, stage directions, | counter argument; | (E) analyze how the |
| | hotographs, to locate, | of contents, index, | including subheadings, | sections, subsections, | informational text | (v) identifying the | and scripted dialogue to | (D) evaluate the | historical period and |
| | xplain, or use | glossary, and labels, to | paragraphs, types, styles, | bibliography, tables, | including: | elements of a play, | develop dramatic action. | characteristics of | cultural contexts |
| 1 | nformation; and | locate, explain, or use | and columns to locate, | graphs, bullets, and | | including acts, scenes, | _ | multimodal texts for literary, informational, | influence texts; |
| | ii) discussing the ways | information; and | explain, or use information; and | numbers to locate, explain, or use | (i) using features, including pronunciation | stage directions, and | [dramatic action: continuous conflict | and argumentative | (F) recognize how forms |
| | nformation is grouped in | (ii) discuss how different | | information and gain | guides and diagrams, to | scripted dialogue. | between and among the | purposes; | and structures are the |
| | text such as sequence, | organizational structures | (ii) discuss how different | understanding of text; and | locate, explain, or use | (B) recognize | characters] | (E) analyze how the | same and different within and across genres. |
| | escription, and repeated atterns; | such as description, temporal sequence, and | organizational structures such as temporal | (ii) identify how different | information and gain | characteristics and | (B) recognize | historical period and | and across genres. |
| ŀ | atterns, | categorical support the | sequence, categorical, | organizational structures | understanding of text; and | structures of | characteristics and | cultural contexts | |
| | C) recognize | main ideas; | and questions/answers, | such as description, | (ii) identify how different | informational text | structures of | influence texts; | |
| | haracteristics and | (C) | support the main ideas; | temporal sequence, | organizational structures | including: | informational text | (F) recognize how forms | |
| | tructures of persuasive r argumentative text | (C) recognize characteristics and | (C) recognize | categorical, cause and | such as cause and effect, | (i) using features, | including: | and structures are the | |
| | ncluding: | structures of persuasive | characteristics and | effect, compare and | compare and contrast, | including insets, | (i) using features such as | same and different within | |
| | _ | or argumentative text | structures of persuasive | contrast, and problem and solution support the main | problem and solution, description, and | timelines, and sidebars, to locate, explain, or | introduction, foreword, or | and across genres. | |
| | i) discussing what the uthor is trying to | including: | or argumentative text | ideas; | chronological order | use information and | preface, references, or | | |
| | ersuade the reader to | (i) discussing what the | including: | Total, | support the main ideas; | gain understanding of | acknowledgements | | |
| | nink or do; | author is trying to | (i) discussing what the | (C) recognize | | text; and | to gain background information and | | |
| | D) explore the | persuade the reader to | author is trying to | characteristics and | (C) recognize characteristics and | (ii) explain how | understand the author's | | |
| | haracteristics of | think or do; | persuade the reader to | structures of persuasive | structures of persuasive | different organizational | perspective on the topic; | | |
| | nultimodal texts for a | (D) explore the | think or do; | or argumentative text including: | or argumentative text | structures such as cause | and | | |
| | ariety of purposes; | characteristics of | (D) recognize the | meruanig. | including | and effect, compare and | (ii) explaining how | | |
| | E) identify the rhyme, | multimodal texts for a | characteristics of | (i) identifying what the | (i) identifying and | contrast, problem and | different organizational | | |
| | hythm, repetition and | variety of purposes | multimodal texts for a | author is trying to | analyzing what the author | solution, description, | structures such as description, cause and | | |
| | neaning in nursery | (E) identify the rhyme, | variety of purposes; | persuade the reader to | is trying to persuade the | and sequential and chronological order | effect, compare and | | |
| 1 | nymes and familiar and | rhythm, repetition, | (E) identify and explain | think or do by identifying | reader to think or do by | support the main ideas; | contrast, sequential order, | | |
| 1 | aditional poems; and | imagery and meaning in a | the elements of poetry, | the thesis and facts or opinions that support the | identifying the thesis and | | chronological order, | | |
| 1 | F) recognize how forms | variety of poems; and | including rhyme, rhythm, | thesis; | facts or opinions that support the thesis; | (C) recognize characteristics and | proposition-and-support, | | |
| a | nd structures are the | (F) Recognize how forms | repetition, imagery, and theme in narrative and | , and the second | | structures of persuasive | and problem-and- | | |
| | ame and different within | and structures are the | lyrical poems; | [Discuss "construct with Strand 3 and 7] | (D) interpret and | or argumentative text | solution, support the main ideas; | | |
| | nd across genres | same and different within | ± 11 17 17 | Suanu 3 anu / J | construct multimodal | including: | mani iucas, | | |
| L | ncluding fiction, | and across genres | | | | | | | |

English language arts and reading

| English language arts and rea Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | ESOL I | ESOL II |
|--|---|---|--|---|--|---|--------|---------|
| nonfiction, traditional, and poetry. | including fiction versus nonfiction, traditional, informational text, persuasive text, procedural text, and poetry. | (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. | (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 such as, realistic fiction, traditional, biographies, personal narrative/memoir, informational text, and poetry. | 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, traditional, fantasy, biographies, personal narrative/memoir, informational text, primary source documents, narrative nonfiction, and poetry. | (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. | (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. | ESOLI | ESOL II |