(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
[Streamlined the SE's and changed for vertical alignment per expert reviewers, "Stotsky," "Hill," "Wilkinson" and "Cavanaugh."] (A) identify and discuss, with adult assistance, an author's purpose for writing text; (B) identify and discuss, with adult assistance, the ways authors structure text; and (C) identify and discuss, with adult assistance, author's use of print and graphic features to achieve specific purposes.	[Streamlined the SE's and changed for vertical alignment per expert reviewers, "Stotsky," "Hill," "Wilkinson" and "Cavanaugh."] (A) identify and discuss the author's purpose for writing text; (B) identify and discuss the ways authors structure text; and (C) identify and discuss author's use of print and graphic features to achieve specific purposes.	[Streamlined the SE's and changed for vertical alignment per expert reviewers, "Stotsky," "Hill," "Wilkinson" and "Cavanaugh."] (A) identify and discuss the author's purpose for writing text; (B) identify and discuss the ways authors structure text; and (C) identify and discuss, with support, author's use of print and graphic features to achieve specific purposes.	(A) identify and analyze the author's purpose and message within texts; (B) understand how text structure contributes to an author's purpose; (C) identify and explain author's use of print and graphic features to achieve specific purposes; (D) understand how author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes; (E) identify and analyze how an author's use of language contributes to mood and tone of a text; and (F) identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose.	(A) identify and analyze the author's purpose and message within texts; (B) understand how text structure contributes to an author's purpose; (C) identify and explain author's use of print and graphic features to achieve specific purposes; (D) understand how author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes; (E) identify and analyze how an author's use of language contributes to mood and tone of a text; (F) identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose; and (G) identify and explain the use of literary devices when used rhetorically, including exaggeration and emotional appeals.	(A) identify and analyze the author's purpose and message within texts; (B) understand how text structure contributes to an author's purpose; (C) identify and explain author's use of print and graphic features to achieve specific purposes; (D) understand how author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes; (E) identify and analyze how an author's use of language contributes to mood and tone of a text; (F) identify and analyze the use of literary devices including omniscient and limited point of view to achieve a specific purpose; and (G) identify and explain the use of literary devices when used rhetorically, including exaggeration and stereotyping.	(A) identify and analyze the author's purpose and message of a within texts; (B) identify and explain how a text structure contributes to an author's purpose; (C) interpret author's use of print and graphic features to achieve specific purposes; (D) explain the effect of literal and figurative language including metaphor, simile, personification, and imagery to achieve intended purposes; (E) identify and analyze how an author's use of language contributes to mood and tone of a text; (F) identify and analyze the use of literary devices including omniscient and limited point of view and foreshadowing to achieve a specific purpose; and [check with Strand 5 re: faulty reasoning and bias] (G) identify and analyze the use of rhetorical devices including exaggeration and stereotyping.	(A) identify and analyze the audience, purpose, and message within texts; (B) analyze the use of text structures to achieve specific purposes; (C) interpret and analyze author's use of print and graphic features to achieve specific purposes; (D) analyze the effect of literal and figurative language, including metaphor, simile, personification, hyperbole, symbolism, and imagery, to achieve specific purposes; (E) identify and analyze how an author's diction and syntax contribute to the mood, style, voice, and tone of a text; (F) identify and analyze the use of literary devices including point of view, irony, and idiom to achieve specific purposes; and (G) identify and analyze the use of rhetorical devices including allusion, repetition, and appeals.	(A) identify and analyze the audience, purpose, and message within texts; (B) analyze the use of text structures to achieve specific purposes; (C) analyze and evaluate author's use of print and graphic features to achieve specific purposes; [Specific examples were removed from English II-IV because they are provided in the lower grades.] (D) analyze the effect of literal and figurative language to achieve specific purposes; (E) identify and analyze how an author's diction and syntax contribute to the mood, style, voice, and tone of a text; (F) identify and analyze the use of literary devices including point of view, irony, sarcasm, and motif to achieve specific purposes; and (G) identify and analyze the use of rhetorical devices including allusion, appeals, understatement, overstatement, parallelism, and shifts.