(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	ELLA, Grade 7	ELLA, Grade 8	ESOL I	ESOL II
(A) develop an	(A) develop an	(A) develop an	(A) develop an	(A) develop an	(A) develop an	(A) develop an	(A) develop an	(A) develop an	(A) recognize how	(A) recognize how
understanding of how	understanding of how	understanding of how	understanding of how	understanding of how	understanding of how	understanding of how	understanding of how	understanding of how	forms and structures are	forms and structures are
forms and structures are	forms and structures are	forms and structures are	forms and structures are	forms and structures are	forms and structures are	forms and structures are	forms and structures are	forms and structures are	the same and different	the same and different
the same and different	the same and different	the same and different	the same and different	the same and different	the same and different	the same and different	the same and different	the same and different	within and across genres	within and across genres
within and across genres	within and across genres	within and across genres	within and across	within and across	within and across genres, including myths,	within and across genres	within and across genres	within and across genres	such as historical fiction,	such as historical fiction,
including fiction, informational,	including fiction, traditional,	including, realistic fiction, traditional,	genres, including, realistic fiction,	genres, including historical fiction,	biographies,	such as realistic fiction, historical fiction,	such as realistic fiction, historical fiction,	such as realistic fiction, historical fiction,	legends and myths, fantasy, science fiction,	legends and myths, fantasy, science fiction,
traditional, and poetry;	informational.	animal fantasy,	traditional folktales,	legends, biographies,	autobiographies,	legends and myths,	legends and myths,	fantasy, science fiction,	biographies,	biographies,
traditional, and poetry,	persuasive, procedural,	informational,	biographies, personal	personal narrative,	informational text,	fantasy, science fiction,	fantasy, science fiction,	biographies,	autobiographies,	autobiographies,
(B) recognize	and poetry;	persuasive, procedural,	narrative, informational	informational text,	primary source	biographies,	biographies,	autobiographies,	memoirs, informational	memoirs, informational
characteristics and		and poetry;	text, and poetry;	narrative non-fiction,	documents, narrative	autobiographies,	autobiographies,	memoirs, informational	text, primary source	text, primary source
structures of literary	(B) recognize			and poetry;	non-fiction, poetry, and	memoirs, informational	memoirs, informational	text, primary source	documents, narrative	documents, narrative
text, including:	characteristics and	(B) recognize	(B) recognize	(D)	drama;	text, primary source	text, primary source	documents, narrative	nonfiction,	nonfiction,
(i) identifying the main	structures of literary text	characteristics and	characteristics and	(B) recognize	(D)	documents, narrative	documents, narrative	nonfiction,	argumentative text,	argumentative text,
events, problem, and	including:	structures of literary text, including:	structures of literary texts, including:	characteristics and structures of literary	(B) recognize characteristics and	nonfiction,	nonfiction,	argumentative text,	poetry, and drama;	poetry, and drama;
solution in the plot for	(i) identifying and	text, including:	texts, including.	texts, including:	structures of literary	argumentative text,	argumentative text,	poetry, drama, and	(B) analyze and apply	(B) analyze and apply
texts read aloud;	understanding the main	(i) identifying and	(i) understanding how	texts, including.	texts, including:	poetry, drama, and	poetry, drama, and	hybrid text.	the characteristics and	the characteristics and
(ii) identifying the	events, problem, and	understanding the main	one event builds on	(i) analyzing and		hybrid text;	hybrid text;	(B) recognize	structural elements of	structural elements of
setting;	solution in the plot for	events, problem, and	another, how the	summarizing the	(i) analyzing and	(B) recognize	(B) recognize	characteristics and	literary texts such as:	literary texts such as:
<u> </u>	texts read aloud and	solution in the plot for	problem is solved and	elements of plot	summarizing the	characteristics and	characteristics and	structures of literary	-	
(iii) identifying and	independently;	texts read aloud and	multiple events and	development, including	elements of plot	structures of literary	structures of literary	texts including:	(i) theme, characters,	(i) theme, characters,
describing the main	(ii) describing the	independently;	characters in the plot;	rising action, climax,	development, including	texts including:	texts including:		and plot;	and plot;
character(s);	setting;	(ii) describing the	(ii) understanding the	falling action, and resolution, including	rising action, climax, falling action, and	(i) analyzing poplinger	(i) analyzing texts with	(i) analyzing linear and nonlinear plots with one	(ii) poetic forms,	(ii) poetic forms,
(iv) identifying the basic		importance of the setting	relationship of the	flashback as a way to	resolution, including	(i) analyzing nonlinear plot development	one or more subplots;	or more subplots;	stanzas, line breaks, and	stanzas, line breaks, and
theme with adult	(iii) describing the main character(s) and the	or multiple settings;	setting to the plot;	develop plot;	non-linear elements such	including the use of	one of more subplots,	of more subplots,	sound devices;	sound devices;
assistance; and	reasons for their feelings	(iii) describing the main	(iii) explaining the		as flashback;	foreshadowing to	(ii) explaining the	(ii) analyzing the	(iii) stage directions and	(iii) stage directions and
(v) identify the rhyme,	and actions;	character(s) and how	relationship among the	(ii) explaining the		advance the plot;	influences of setting(s)	influence of setting(s) on	cast;	cast;
rhythm, repetition and	·	their feeling and actions	characters;	significance of the	(ii) explaining the		on character and plot	character and plot	, and the second	
meaning in nursery	(iv) identifying the basic	change;	•	setting to the plot,	significance of the	(ii) explaining the	development in works	development;	(iv) analyze and	(iv) analyzing and
rhymes and familiar and	theme; and		(iv) identifying basic	including a historical	setting of the plot,	influence of the setting	with one or more	(iii) analyzing how the	summarize the	summarizing the
traditional poems;	(v) identify the rhyme,	(iv) identifying the basic	themes with textual	setting;	including historical	in character and plot	subplots;	central characters'	relationship between of	relationship between of
-	rhythm, repetition,	theme; and	evidence; and	(iii) explaining the	setting;	development;	(iii) analyzing how the	qualities influence the	nonlinear plot	nonlinear plot
(C) recognize	imagery and meaning in	(v) identify and explain	(v) understanding and	interactions of the	(iii) explaining the roles	(iii) analyzing the roles	internal and external	resolution of the central	development including the use of	development including the use of
characteristics and	a variety of poems;	the elements of poetry,	identifying elements of	characters and the	and functions of	and functions of	responses of characters	conflict and the theme;	foreshadowing and	foreshadowing and
structures of	(C) recomine	including rhyme,	poetry, including rhyme,	changes they undergo;	characters, including	characters including	develop the plot;	(iv) explaining how the	flashback to advance the	flashback to advance the
informational text, including:	(C) recognize characteristics and	rhythm, repetition,	rhythm, repetition,	(iv) identifying and	their relationships and	their relationships and	(iv) explaining how the	theme(s) is developed;	plot;	plot;
meruding.	structures of	imagery, and theme in	alliteration and layout	inferring basic themes	conflicts;	conflicts;	theme(s) is developed;	•		1
(i) using features,	informational text	narrative and lyrical	found in free verse,	with textual evidence;	(iv) explaining multiple	(iv) explaining multiple	_	(v) analyzing how	(v) explain the	(v) explaining the
including titles and	including:	poems;	narrative, lyrical, and	and	themes and ideas not	themes and ideas not	(v) analyzing how	language and form	influences of settings in	influences of settings in
simple graphics, to gain		(C) recognize	concrete forms;		explicitly stated within	explicitly stated in texts;	language contributes to	contribute to the	character and plot	character and plot
information; and	(i) using features, and	characteristics and	(C) recognize	(v) understanding and identifying elements of	and across texts;	(v) describing how a	the meaning of a poem and identify elements of	meaning of a poem and identify elements of	development in works with one or more	development in works with one or more
(ii) discussing the ways	simple graphics to locate	structures of	characteristics and	poetry, including stanzas	(v) identifying the	playwright uses acts,	poetry including stanzas	poetry, including rhyme,	subplots;	subplots;
information is grouped	or gain information; and	informational text	structures of	and line breaks found in	elements of a play,	scenes, stage directions,	and line breaks; and	repetition, alliteration	subplots,	subplots,
in a text such as	(ii) discuss how	including:	informational text,	free verse, narrative,	including acts, scenes,	and scripted dialogue to	·	and onomatopoeia; and	(vi) analyze the	(vi) analyze the
sequence, description,	different organizational	(i) using features and	including:	lyrical, and concrete	stage directions, and	develop dramatic action;	(vi) analyzing how a	•	development of plot	development of plot
and repeated patterns	structures such as	graphics to and gain	(i) features, including	forms;	scripted dialogue; and	and	playwright develops plot	(vi) analyzing how	through the internal and	through the internal and
with adult assistance;	description, temporal	information; and	chapters, sections,				through the use of	playwright(s) develop	internal responses of	external responses of
and	sequence, and	·	subsections,	(C) recognize	(vi) understanding and	(vi) analyzing the	dialogue and stage	characters through the	characters including	characters including
(D) recognize	categorical support the	(ii) discuss how different	bibliography, tables,	characteristics and	identifying elements of	importance of visual	directions;	dialogue and staging of	their relationships and	their relationships and
characteristics and	main ideas;	organizational structures	graphs, bullets, and	structures of informational text,	poetry, including internal rhyme,	elements such as capital letters, line length, and	(C) recognize	their plays;	conflicts;	conflicts;
structures of text	(D) recognize	such as temporal	numbers to locate,	including:	onomatopoeia, and	word position in various	characteristics and	(C) recognize	(vii) interpret complex	(vii) interpret complex
including what the	characteristics and	sequence, categorical, and questions/answers	explain, or use		rhyme scheme found in	forms of poetry;	structures of	characteristics and	themes in which there	themes in which there
author is trying to	structures of persuasive	support the main ideas;	information and gain	(i) features, including	various forms of poetry;		informational text	structures of	are multiple	are multiple
persuade the reader to	text including what the		understanding of text;	pronunciation guides		(C) recognize	including:	informational text	perspectives; and	perspectives; and
think or do with adult	author is trying to	(D) recognize	and	and diagrams, to locate,	(C) recognize	characteristics and	(i) identifying the	including:	(viii) analyze how a	(viii) analyzing how a
assistance.	persuade the reader to	characteristics and	(ii) how different	explain, or use	characteristics and	structures of	controlling idea or	(i) identifying the	playwright develops plot	playwright develops plot
	think or do with adult	structures of persuasive	organizational structures	information and gain	structures of	informational text	thesis;	controlling idea or	through the use of	through the use of
	assistance; and	text including what the	such as description,	understanding of text;	informational text,	including:		thesis;	dialogue and stage	dialogue and stage
	(E) explore the	author is trying to	temporal sequence,	and	including:	(i) features such as	(ii) explaining how text	*	directions;	directions;
	characteristics of	persuade the reader to	categorical, cause and	(ii) how different	(i) features, including	introduction, foreword,	is designed to organize	(ii) explaining how text		
		think or do; and	effect, compare and	organizational structures	insets, timelines, and	or preface, references, or	and convey ideas;	is designed to organize and convey ideas;	(C) recognize characteristics and	(C) recognize characteristics and
					l	1	1	and convey ideas,	characteristics and	characteristics and

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	nd Reading and English as a S		G 12	0.14	G 1.5	G 1.6	EVILA C. 1.7	EVI A C. 1.0	DGOL I	EGOL II
Kindergarten	Grade 1 multimodal texts for a	Grade 2	Grade 3 contrast, and problem	Grade 4 such as cause and effect,	Grade 5 sidebars, to locate,	Grade 6 acknowledgements to	ELLA, Grade 7	ELLA, Grade 8	ESOL I structures of	ESOL II structures of
	variety of purposes.	(E) recognize the	and solution support the	compare and contrast,	explain, or use	gain background	(iii) analyzing how	(iii) analyzing the	informational text	informational text
	variety of purposes.	characteristics of	main ideas;	problem and solution,	information and gain	information and	multiple organizational	author's use of multiple	including:	including:
		multimodal texts for a	(D)	description, and	understanding of text;	understand the author's	structures such as	structures such as		
		variety of purposes.	(D) recognize characteristics and	chronological order	and	perspective on the topic;	description, temporal sequence, categorical,	description, temporal sequence, categorical,	(i) identify the controlling idea and	(i) using features, including chapters,
			structures of persuasive	support the main ideas;	(ii) how different	and	cause and effect,	cause and effect,	thesis;	sections, subsections,
			text, including what the	(D) recognize	organizational structures	(ii) how different	compare and contrast,	compare and contrast,	,	bibliography, tables,
			author is trying to	characteristics and	such as cause and effect,	organizational structures	and problem and	and problem and	(ii) identify how	graphs, captions, bullets,
			persuade the reader to	structures of persuasive	compare and contrast,	such as description,	solution develop the	solution to organize	different organizational structures such as	and numbers to locate,
			think or do by	text, including what the	problem and solution,	cause and effect,	main ideas and the	information coherently;	description, temporal	explain, or use
			identifying the thesis and facts or opinions	author is trying to persuade the reader to	description, and sequential and	compare and contrast, sequential order,	author's viewpoint; and	and	sequence, cause and	information and gain understanding of text;
			that support the thesis;	think or do by	chronological order	chronological order,	(iv) identifying features,	(iv) using features,	effect, compare and	and
			and	identifying the thesis	support the main ideas;	proposition-and-support,	including chapters,	including chapters,	contrast, and problem	
				and facts or opinions		and problem-and-	sections, subsections,	sections, subsections,	and solution support the	(ii) identify how
			(E) interpret and construct multimodal	that support the thesis;	(D) recognize characteristics and	solution, support the	bibliography, tables,	bibliography, tables,	main ideas; and	different organizational structures such as
			texts and digital	and	structures of persuasive	main ideas;	graphs, captions, bullets, and numbers to locate,	graphs, captions, bullets, and numbers to locate,	(iii) using features,	description, temporal
			literacies for a variety of	(E) interpret and	text, including the thesis	(D) recognize	explain, or use	explain, or use	including chapters,	sequence, cause and
			purposes.	construct multimodal	to explain how the	characteristics and	information and gain	information and gain	sections, subsections,	effect, compare and
				texts and digital	author has used facts for	structures of persuasive	understanding of text;	understanding of text;	bibliography, tables, graphs, captions, bullets,	contrast, and problem
				literacies for a variety of	or against an argument	text including analyzing		(D) recognize	and numbers to locate,	and solution support the
				purposes.	and verifying the facts;	the argument by		characteristics and	explain, or use	main ideas;
					and	identifying the claim the author presents in the	(D) recognize characteristics and	structures of	information and gain	(D) analyze and apply
					(E) interpret and	thesis and explain how	structures of	argumentative text	understanding of text;	characteristics and
					construct multimodal	the author supports their	argumentative text	including:	(D) analyze and apply	structural elements of
					texts and digital literacies for a variety of	position with detailed	including:	(i) analyzing the	characteristics and	informational texts such
					purposes.	and relevant evidence,	(i) identifying the claim	argument by identifying	structural elements of	as:
					purposes.	and consideration of	the author presents in	the claim the author	informational texts such	(i) clear thesis, relevant
						alternatives; and	the thesis; and	presents in the thesis;	as:	supporting evidence,
						(E) analyze and	·	and	(i) clear thesis, relevant	pertinent examples, and effective closing;
						construct multimodal	(ii) analyzing the evidence presented and	(ii) explaining how the	supporting evidence,	
						texts and digital literacies for a variety of	explain how the author	author anticipates and	pertinent examples, and	(ii) text features; and
						purposes.	anticipates and answers	answers readers' counter-arguments; and	effective closing;	(iii) organizational
						purposesi	readers' concerns; and	_	(ii) text features; and	patterns;
							(E) analyze and	(E) analyze and	(iii) organizational	(E) analyze and apply
							construct multimodal	construct multimodal texts and digital	patterns;	characteristics and
							texts and digital	literacies for a variety of	(E) analyze and apply	structural elements of
							literacies for a variety of	purposes.	characteristics and	argumentative texts such
							purposes.		structural elements of	as:
									argumentative texts such	(i) clear arguable thesis,
									as:	appeals, convincing
									(i) clear arguable thesis,	closing; and
									appeals, and convincing	(ii) counter arguments,
									closing; and	concessions, call to
				The state of the s					(ii) counter arguments,	action;
									concessions, and call to	(F) evaluate and apply
									action;	the characteristics of
									(F) evaluate and apply	multimodal and digital
									the characteristics of	texts for literary, informational, and
									multimodal and digital	argumentative purposes;
									texts for literary,	and
									informational, and	(G) analyza and annly
									argumentative purposes;	(G) analyze and apply how the historical
										period, cultural contexts,
									(G) analyze how the	and current events
									historical period, cultural contexts, and	influence texts.
									current events influence	
									texts.	
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