(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	(A) recognize	(A) recognize	(A) recognize	(A) recognize	(A) recognize	(A) recognize	(A) recognize	(A) recognize	(A) analyze the	(A) analyze the	(A) analyze the	(A) analyze the
characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and	characteristics and
structures of literary	structures of literary	structures of literary	structures of literary	structures of literary	structures of literary	structures of literary	structures of literary	structures of literary	structural elements	structural elements	structural elements	structural elements
text including:	text including:	text including:	texts including:	texts including:	texts including:	texts including:	texts including:	texts including:	of literary texts such	of literary texts such	of literary texts such	of literary texts such
(i) identifying the	(i) identifying and	(i) identifying and	(i) understanding	(i) analyze and	(i) analyzing and	(i) analyzing and	(i) summarizing		as character, plot,	as character, plot,	as character, plot,	as character, plot,
main events,	understanding the	understanding the	how one event builds	summarize the	summarizing the	summarizing the	complex plots with	(i) analyzing	and theme;	and theme;	and universal theme	and universal theme
problem, and	main events	main events	on another, how the	elements of plot	elements of plot	relationship	one or more	complex linear and	(B) analyze	(B) analyze	from different time	from different time
solution in the plot	including problem	including problem	problem is solved	development	development	between of	subplots;	nonlinear plots with	characteristics and	characteristics and	periods;	periods;
for texts read aloud;	and solution in the	and solution in the	and follow multiple	including rising	including rising	nonlinear plot	-	one or more	structural elements	structural elements	(B) analyze	(B) analyze
	plot for texts read	plot for texts read	events and characters	action, climax,	action, climax,	development	(ii) explaining the	subplots;	of informational	of informational	characteristics and	characteristics and
(ii) identifying the	aloud and	aloud and	in the plot;	falling action, and	falling action, and	including the use of	influences of settings	(ii) analyzing the	texts such as clear	texts such as clear	structural elements	structural elements
setting of a story,	independently;	independently;	-	resolution including	resolution including	foreshadowing to	in character and plot	(ii) analyzing the influence of	thesis, relevant	thesis, relevant	of informational	of informational
including where and			(ii) understanding the	flashback as a way to	non-linear elements	advance the plot;	development in	setting in	supporting evidence,	supporting evidence,	texts such as clear	texts such as clear
when the story takes	(ii) describing the	(ii) describing the	relationship of the	develop plot;	such as flashback;	(ii)1-ii	works with one or	character and	and pertinent	and pertinent	thesis, relevant	thesis, relevant
place;	setting with where	importance of the	setting to the plot;	(ii) avalaining the	(ii) annlaining the	(ii) explaining the	more subplots;	plot development	examples;	examples;	supporting evidence,	supporting evidence
(iii) identifying and	and when;	setting or multiple	(iii) explaining the	(ii) explaining the	(ii) explaining the	influence of the setting in character	(iii) analyze the	in linear and	[Consider for ESOL:	(\mathbf{C}) analyza	pertinent examples,	pertinent examples,
describing the main	(iii) describing the	settings;	relationship among	significance of the	significance of the setting of the plot,	U	development of plot	nonlinear plots;	W -	(C) analyze	and insightful	and insightful
character(s); and	main characters and	(iii) describing the	the characters; and	setting to the plot, including a historical	including historical	and plot development ;	through the internal		Use features, including,[insert	characteristics and structural elements	commentary;	commentary;
	how their feelings	main characters and		setting;	setting;	development,	and internal	(iii) analyzing	features] to form an	of argumentative	(C) analyze	(C) analyze
(iv) identifying the	change and actions;	how their feeling	(iv) identifying basic	setting,	soung,	(iii) analyzing the	responses of	how the central	overview of	texts such as clear	(C) analyze characteristics and	characteristics and
basic theme such as	and	and actions change;	themes with textual	(iii) explaining the	(iii) explaining the	roles and functions	characters including	characters'	informational texts	arguable thesis,	structural elements	structural elements
people need a place	(iv) identifying the	and	evidence;	interactions of the	roles and functions	of characters	their relationships	qualities	and determine where	reasoning, appeals,	of argumentative	of argumentative
to belong;	(iv) identifying the basic theme such as	(iv) identifying the	(B) recognize	characters and the	of characters	including their	and conflicts;	influence the	to locate	and counter	texts such as clear	texts such as clear
B) recognize	working together as	basic theme such as	characteristics and	changes they	including their	relationships and	(iv) interpret	resolution of the	information]	argument;	arguable thesis,	arguable thesis,
characteristics and	a community;	treating people	structures of	undergo; and	relationships and	conflicts;	complex themes in	central conflict		C	reasoning, appeals,	reasoning, appeals,
tructures of	a community,	fairly;	informational text	(iv) identifying and	conflicts;	(iv) explaining	which there are	and the theme;	(C) analyze	(D) evaluate the	and opposing	and opposing
nformational text	(B) recognize	lalliy,	including:	inferring basic	(iv) explaining	multiple themes and	multiple	and	characteristics and	characteristics of	viewpoints;	viewpoints; and
ncluding:	characteristics and	(B) recognize	(i) using features,	themes with textual	multiple themes and	ideas not explicitly	perspectives;	(iv) interpreting	structural elements	multimodal texts for	• •	
i) using features,	structures of	characteristics and	including chapters,	evidence;	ideas not explicitly	stated in texts; and	perspectives,	complex themes	of argumentative	literary,	(D) evaluate and	(D) evaluate and
including titles and	informational text	structures of	sections, subsections,		stated within and	stated in texts, and	(v) analyzing how a	in which there are	texts such as clear	informational, and	critique the	critique the
photographs, to	including:	informational text	bibliography, tables,	(B) recognize	across texts; and	(v) describing how	playwright develops	multiple	arguable thesis,	argumentative	characteristics of	characteristics of
locate, explain, or use	(i) using features,	including:	graphs, bullets, and	characteristics and		a playwright uses	plot through the use	perspectives;	reasoning, appeals,	purposes; and	multimodal texts for	multimodal texts fo
information; and	including headings,	(i) using features,	numbers to locate,	structures of	(v) identifying the	acts, scenes, stage	of dialogue and stage	(v) analyzing	and counter	(E) analyze how the	literary,	literary,
	table of contents,	including	explain, or use	informational text	elements of a play,	directions, and	directions.	(v) analyzing	argument;	historical period and	informational, and	informational, and
(ii) discussing the	index, glossary, and	subheadings,	information and gain	including:	including acts,	scripted dialogue to	(B) recognize	how playwrights characterize their	(D) evaluate the	cultural contexts	argumentative	argumentative
ways information is	labels, to locate,	paragraphs, types,	understanding of	(i) using features,	scenes, stage	develop dramatic	characteristics and	protagonists and	characteristics of	influence texts;	purposes;	purposes; and
grouped in a text	explain, or use	styles, and columns	text; and	including	directions, and	action.	structures of	antagonists	multimodal texts for		(E) analyze how the	(F) recognize how
such as sequence,	information; and	to locate, explain, or		pronunciation guides	scripted dialogue.	[dramatic action:	informational text	through the	literary,	(F) recognize how	historical period and	forms and structure
description, and		use information; and	(ii) identify how	and diagrams, to	(B) recognize	continuous conflict	including:	dialogue and	informational, and	forms and structures	cultural contexts	are the same and
repeated patterns;	(ii) discuss how	(**) 1	different	locate, explain, or	characteristics and	between and among		staging of their	argumentative	are the same and different within and	influence texts; and	different within and
(C) recognize	different	(ii) discuss how	organizational	use information and	structures of	the characters]	(i) explaining how	plays;	purposes;	across genres such as	(E) magazina have	across genres such a
characteristics and	organizational	different	structures such as	gain understanding	informational text	_	the text is designed		(E) analyze how the	across gennes such as	(F) recognize how forms and structures	
structures of	structures such as	organizational	description, temporal	of text; and	including:	(B) recognize	to organize and	(B) recognize	historical period and		are the same and	
persuasive or	description, temporal	structures such as temporal sequence,	sequence,			characteristics and	convey ideas; and	characteristics and	cultural contexts		different within and	
argumentative text	sequence, and categorical support	categorical, and	categorical, cause and effect, compare	(ii) identify how different	(i) using features, including insets,	structures of informational text	(ii) analyzing how	structures of	influence texts;		across genres such as	
ncluding:	the main ideas;	questions/answers,	and contrast, and	organizational	timelines, and	including:	multiple	informational text			aeroso genreo suen as	
i) discussing	the main lucas,	support the main	problem and solution	structures such as	sidebars, to locate,	including.	organizational	including:	(F) recognize how			
i) discussing what	(C) recognize	ideas;	support the main	cause and effect,	explain, or use	(i) using features	structures develop	(i) explaining how	forms and structures			
he author is trying to bersuade the reader	characteristics and	10000,	ideas;	compare and	information and	such as	the main ideas and	the text is designed	are the same and			
o think or do;	structures of	(C) recognize		contrast, problem	gain understanding	introduction,	the author's	to organize and	different within and			
to units of u0,	persuasive or	characteristics and	(C) recognize	and solution,	of text; and	foreword, or	viewpoint;	convey ideas; and	across genres such as			
D) explore the	argumentative text	structures of	characteristics and	description, and	, ,	preface, references,	-	5				
characteristics of	including:	persuasive or	structures of	chronological order	(ii) explain how	or	(C) recognize	(ii) evaluating the				
nultimodal texts for	(i) discussing what	argumentative text	persuasive or	support the main	different	acknowledgements	characteristics and	author's use of				
a variety of purposes;	the author is trying to	including:	argumentative text	ideas;	organizational	to gain background	structures of	multiple				
	persuade the reader	(i) discussing what	including:		structures such as	information and	persuasive or	structures to				
E) identify the	to think or do;	the author is trying		(C) recognize	cause and effect,	understand the	argumentative text	organize				
hyme, rhythm,	to unite of uo,	to persuade the	(i) identifying what	characteristics and	compare and	author's	including:	information				
repetition and	(D) explore the	reader to think or do;	the author is trying to	structures of	contrast, problem	perspective on the	(i) analyzing the	coherently;				
neaning in nursery	characteristics of	reader to units of u0,	persuade the reader	persuasive or	and solution,	topic; and	argument by	(C) recognize				
hymes and familiar	multimodal texts for	(D) recognize the	to think or do by	argumentative text	description, and		identifying the claim	characteristics and				
-			to think of do by									
	a variety of purposes	characteristics of	identifying the thesis	including	sequential and chronological order	(ii) explaining how different	the author presents in	structures of				

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