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:

indergarten	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) 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	(A) recognize how	(A) recognize how
nderstanding of how	understanding of	understanding of	understanding of	understanding of	understanding of	understanding of	understanding of	understanding of	forms and structures	forms and structures	forms and structures	forms and structur
rms and structures	how forms and	how forms and	how forms and	how forms and	how forms and	how forms and	how forms and	how forms and	are the same and	are the same and	are the same and	are the same and
e the same and	structures are the	structures are the	structures are the	structures are the	structures are the	structures are the	structures are the	structures are the	different within and	different within and	different within and	different within a
fferent within and	same and different	same and different	same and different	same and different	same and different	same and different	same and different	same and different	across genres;	across genres;	across genres;	across genres;
ross genres,	within and across	within and across	within and across	within and across	within and across	within and across	within and across	within and across	C		C	U I
cluding fiction,	genres, including	genres, including,	genres including,	genres including	genres including	genres such as	genres such as	genres such as	(B) analyze and	(B) analyze and	(B) analyze and	(B) analyze and
formational,	fiction, traditional,	realistic fiction,	realistic fiction,	historical fiction,	legends and myths,	realistic fiction,	realistic fiction,	realistic fiction,	apply the	apply the	apply the	apply the
aditional, and poetry;	informational,	traditional, animal	fables, biographies,	folktales,	autobiographies,	historical fiction,	historical fiction,	historical fiction,	characteristics and	characteristics and	characteristics and	characteristics a
aditional, and pool j,	persuasive,	fantasy,	personal narratives,	informational text,	personal narrative,	legends and myths,	legends and myths,	fantasy, science	structural elements	structural elements	structural elements	structural element
recognize	procedural, and	informational,	informational text,	narrative non-fiction,	informational text,	fantasy, science	fantasy, science	fiction, biographies,	of literary texts such	of literary texts such	of literary texts such	of literary texts
aracteristics of	poetry;	persuasive,	and poetry;	and poetry;	primary source	fiction, biographies,	fiction, biographies,	autobiographies,	as:	as:	as:	as:
terary text, including:	poetry,	procedural, and	and poeuly,	and poerry,	documents,	autobiographies,	autobiographies,	memoirs,	(i) the second second second	(;) the second second second	(i) the second second second	(i) the second second
	(B) recognize	•	(B) recognize	(B) recognize	narrative non-			informational text,	(i) theme, characters,	(i) theme, characters,	(i) theme, characters,	(i) theme, charac
identifying the main	characteristics of	poetry;	characteristics and	characteristics and		memoirs,	memoirs,		and plot;	and plot;	and plot;	and plot;
ents, problem, and	literary text,	(B) recognize	structures of literary	structures of literary	fiction, poetry, and	informational text,	informational text,	primary source	(ii) poetic forms,	(ii) poetic forms,	(ii) poetic forms,	(ii) poetic forms
lution in the plot for	including:	characteristics of	texts including:	texts including:	drama;	primary source	primary source	documents, narrative	stanzas, line breaks.	stanzas, line breaks,	stanzas, line breaks,	stanzas. line bre
xts read aloud;	menualig.	literary text,	texts meruding.	texts meruding.	(B) recognize	documents,	documents, narrative	nonfiction,		and sound devices;	, , ,	sound devices, a
) : J; f ; f /	(i) identifying and	including:	(i) identifying and	(i) analyzing and	characteristics and	narrative nonfiction,	nonfiction,	argumentative text,	and sound devices;		sound devices, and	
) identifying the	understanding the	menuanig.	understanding the	summarizing the	structures of literary	argumentative text,	argumentative text,	poetry, drama, and	and	and	meter; and	meter; and
tting;	main events,	(i) identifying and	main events	elements of plot	-	poetry, drama, and	poetry, drama, and	hybrid text.;	(iii) stage directions	(iii) stage directions	(iii) monologue,	(iii) monologue.
i) identifying and	problem, and	understanding the	including the	development	texts, including:	hybrid text;	hybrid text;	-	and cast;	and cast;	aside, soliloquy;	aside, soliloquy
	solution in the plot	main events,	problem and	including rising	(i) analyzing and	-		(B) recognize	and cast,	and cast,	aside, somoquy;	aside, somoquy
scribing the main	for texts read aloud	problem, and	solution in the text;	action, climax,	summarizing the	(B) recognize	(B) recognize	characteristics and	(C) analyze and	(C) analyze and	(C) analyze and	(C) analyze and
aracter(s);	and independently;	solution in the plot	solution in the text,	falling action, and	elements of plot	characteristics and	characteristics and	structures of literary	apply characteristics	apply characteristics	apply characteristics	apply character
) identifying the	and independentity,	1	(ii) understanding	0 ,	-	structures of literary	structures of literary	texts including:	and structural	and structural	and structural	and structural
sic theme with adult	(ii) describing the	for texts read aloud	the significance of	resolution;	development	texts including:	texts including:		elements of	elements of	elements of	elements of
sistance; and	setting;	and independently;	the setting in	(ii) explaining the	including rising			(i) analyzing linear	informational texts	informational texts	informational texts	informational te
sistance, and		(ii) describing the	relationship to the	significance of the	action, climax,	(i) analyzing	(i) analyzing texts	and nonlinear plots		such as:	such as:	such as:
) identifying the	(iii) describing the	importance of the	plot;	setting in	falling action, and	nonlinear plot	with one or more	with one or more	such as:	such as.	such as.	such as.
yme, rhythm,	main character(s)	setting or multiple	piot,	relationship to the	resolution including	development	subplots;	subplots;	(i) clear thesis,	(i) clear thesis,	(i) clear thesis,	(i) clear thesis,
petition and meaning	and the reasons for	0 1	(iii) explaining the		non-linear elements	including the use of	(ii) analaining the		relevant supporting	relevant supporting	relevant supporting	relevant support
nursery rhymes and	their and actions;	settings;	relationship among	plot including a	such as flashback;	foreshadowing to	(ii) explaining the	(ii) analyzing the	evidence, pertinent	evidence, pertinent	evidence, pertinent	evidence, pertin
miliar and traditional	,	(iii) describing the	the	historical setting;		advance the plot;	influences of	influence of	examples, and	examples, and	examples, insightful	examples, insig
	(iv) identifying the	main character(s)	characters/subjects;	(iii) explaining the	(ii) explaining the		setting(s) on	setting(s) on	effective closing;	effective closing;		
bems;	basic theme; and	and how their	enaracters/subjects,	interactions of the	significance of the	(ii) explaining the	character and plot	character and plot	effective closing,	effective closing,	commentary, and	commentary, an
C) recognize		feelings and actions	(iv) identifying	characters and the	setting in	influence of the	development in	development;	(ii) text features; and	(ii) text features; and	effective closing;	effective closing
aracteristics and	(v) identifying the	change;	basic themes with	changes they	relationship to the	setting on character	works with one or	(iii) analyzing how			(ii) text features; and	(ii) text features
ructures of	rhyme, rhythm,	change,	textual evidence;		plot, including a	and plot	more subplots;	(iii) analyzing how	(iii) organizational	(iii) organizational	(),	
formational text,	repetition, imagery	(iv) identifying the	and	undergo;	historical setting;	development;	····	the central	patterns;	patterns;	(iii) organizational	(iii) organization
cluding:	and meaning in a	basic theme; and		(iv) identifying and			(iii) analyzing how	characters' qualities			patterns;	patterns;
ciuuilig.	variety of poems;	ousie meme, and	(v) identifying and	inferring basic	(iii) explaining the	(iii) analyzing the	the internal and	influence the	(D) analyze and	(D) analyze and		
) titles and simple		(v) identifying and	explaining elements	themes supported by	roles and functions	roles and functions	external responses of	resolution of the	apply characteristics	apply characteristics	(D) analyze and	(D) analyze and
aphics, to gain	(C) recognize	explaining the	of poetry, sound	text evidence; and	of characters	of characters	characters develop	central conflict and	and structural	and structural	apply characteristics	apply characteri
formation; and	characteristics and	elements of poetry,	devises such as	text evidence; and	including their	including their	the plot;	the theme;	elements of	elements of	and structural	and structural
	structures of	including rhyme,	rhyme, rhythm, or	(v) identifying and	relationships and	relationships and	-	() 1 · · · ·	argumentative texts	argumentative texts	elements of	elements of
) the ways	informational text,	rhythm, repetition,	repetition, imagery,	explaining the	conflicts;	conflicts;	(iv) explaining how	(iv) explaining how	such as:	such as:	argumentative texts	argumentative to
formation is grouped	including:	imagery, and theme	visual arrangement,	elements of poetry,			the theme(s) is	the theme(s) is			such as:	such as:
a text such as	(i) frontin 1	in narrative and	and speaker in	including the	(iv) explaining	(iv) explaining	developed;	developed;	(i) clear arguable	(i) clear arguable		
quence, description,	(i) features and		•	-	multiple themes and	multiple themes and	(v) analyzing have	(v) analyzing have	thesis, appeals, and	thesis, appeals, and	(i) clear arguable	(i) clear arguabl
d repeated patterns	simple graphics to	lyrical poems;	narrative and lyrical	imagery, visual	ideas not explicitly	ideas not explicitly	(v) analyzing how	(v) analyzing how	convincing closing;	convincing closing;	thesis, appeals, and	thesis, appeals,
th adult assistance;	locate or gain	(C) recognize	poems;	arrangement, sound	stated within and	stated in a text;	language contributes	language and form	and	and	convincing closing;	convincing clos
d	information; and	characteristics and	(C) recognize	devices such as	across texts;		to the meaning of a	contribute to the	(ii) counter	(::) (and	and
u	(ii) how different	structures of	characteristics and	rhyme, alliteration,		(v) analyzing the	poem; and	meaning of a poem;	(ii) counter	(ii) counter	(")	
) recognize	(ii) how different	informational text,	structures of	and onomatopoeia,	(v) identifying and	importance of	(vi) analyzing how a	and	arguments,	arguments,	(ii) counter	(ii) counter
aracteristics of	organizational	including:	informational text	figurative language,	explaining the	visual elements	playwright develops	(vi) analyzing how	concessions, and call	concessions, and call	arguments,	arguments,
rsuasive text, with	structures such as	menuumg.		and speaker in	elements of poetry,	such as capital			to action;	to action;	concessions, call to	concessions, ca
ult assistance,	description, temporal	(i) features and	including:	narrative and lyrical	including imagery,	letters, line length,	plot through the use	playwright(s)	(F) avaluate and	(F) avaluate and	action, and opposing	action, and opp
cluding what the	sequence, and	graphics to locate	(i) using features,	poetry;	visual, arrangement,	and word position	of dialogue and stage	develop characters	(E) evaluate and	(E) evaluate and	viewpoints;	viewpoints;
thor is trying to	categorical support	and gain	including chapters,		sound devices such	in various forms of	directions;	through the dialogue	apply the	apply the	-	(T) - 1 ·
	the main ideas;	information; and	sections,	(C) recognize	as internal rhyme	poetry; and	(C) recognize	and staging of their	characteristics of	characteristics of	(E) evaluate and	(E) evaluate and
rsuade the reader to	(D) ·	mormation, and	subsections,	characteristics and	and rhyme scheme,			plays;	multimodal and	multimodal and	apply the	apply the
nk or do.	(D) recognize	(ii) how different		structures of	figurative language,	(vi) describing how	characteristics and	(\mathbf{C}) reasoning	digital texts for	digital texts for	characteristics of	characteristics of
	characteristics of	organizational	bibliography, tables,	informational text,		a playwright uses	structures of	(C) recognize	literary,	literary,	multimodal and	multimodal and
	persuasive text, with	structures such as	graphs, bullets, and	including:	mood, and speaker	acts, scenes, stage	informational text	characteristics and	informational, and	informational, and	digital texts for	digital texts for
	adult assistance,	temporal sequence,	numbers to gain	Ū.	in narrative and	directions, and	including:	structures of	argumentative	argumentative	literary,	literary,
	including what the		understanding of the	(i) using features,	lyrical poems; and	scripted dialogue to		informational text	purposes; and	purposes; and	informational, and	informational, a
	author is trying to	categorical, and	text; and	including	(vi) identifying the	develop dramatic		including:	r arposeo, una	Parposeo, and	argumentative	argumentative
	······································	questions/answers		pronunciation guides		•		-			purposes; and	purposes; and
				and diagrams, to gain	elements of a play,	action;		1	1	1	Durposes, and	purposes, and

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persuade the reader to think or do; andsupport the main ideas;(ii) identify how differentunderstanding of text; andincluding acts, scenes, stage directions, and scripted dialogue;(i) identifying the characteristics and structures of(F) analyze how the historical period,(F) analyze how the historical period,(F) analyze how the historical period,(F) analyze how the(F) analyze how the(F) historical period,(F) historical pe		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
CD: cryptore for hundbacker tristics CD: croptorize constructific to this of the construction of propuration to the constructi	pe	ersuade the reader	support the main	(ii) identify how different	understanding of	including acts, scenes, stage	(C) recognize	(i) identifying the controlling idea or	(i) identifying the controlling idea or	(F) analyze how the historical period,	(F) analyze how the historical period,	(F) analyze how the historical period,	(F) analyze how historical period,
consistence of consistence of a syning of partons consistence of constant of a syning of partons constant of constant o	(F	E) explore the	(D) recognize		(ii) identify how			thesis;	thesis;			cultural contexts, and current events	cultural contexts current events
 a variety of purposes in variety of purp												influence texts.	influence texts.
autors in yring to persouch et row in yring to persouch et row in yring to in the or do; and in the or do; and in yring or do persouch et row in yring or in yring or do persouch et row in yring or in yring or do persouch et row in yring or in yring or in yring or do persouch et row in yring or in yring or in yring or do persouch et row in yring or in yring or<							_						
Important the reader in this in the reader is a ventey of multimodal texts for is aventey of in personale the reader virtue of (i) isertifying what is presented the reader is a ventey of (i) isertifying what is presented the reader is a ventey of (i) isertifying what is presented the reader is a ventey of (ii) isertifying what is presented the reader is a ventey of is presented the reader is a ventey of (iii) isertifying what is presented the reader is a ventey of (iii) isertifying what is presented the reader is presented the reader is a ventey of (iii) isertifying what and digitili iteracion for a variety of presents reader is a ventey of (iii) isertifying what and digitili iteracion for a variety of presents reader is a ventey of a variety of presents reader is a ventey of a variety of presents reader is a ventey of a variety of is a ventey of a variety of presents reader is a ventey of a variety of presents reader is a ventey of a variety of presents reader is a variety of a variety of presents reader is a variety of a variety of a variety of presents reader is a variety of a variety of a variety of presents reader is a variety of a present a variety of a presents reader is a variety of a present reader variet reader a variety of a present a variety of a present reader variet reader is a variety of a present a variety of a present reader variet reader a variety of a present a variety of a present a variety of a prese		fullet, of pulposes	e		0	structures of							
10 10 <td< td=""><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td>(iii) analyzing how</td><td>(iii) analyzing the</td><td></td><td></td><td></td><td></td></td<>	1							(iii) analyzing how	(iii) analyzing the				
Li) Recentize the characteristics of a veriety of purposes. structures of structures of purposes. structures of purposes.	1					C	foreword, preface,	multiple	author's use of				
multimodal terrs for purposes.(postative lex) the autor is typic the autor is	1			structures of	chronological order								
a vardy of purposes. (i) identifying what is operaude the reduce is typing to persuade the results of typing and construct matures of opposes. i) is construct including: i) recognize including: (i) recogn	1			persuasive text by:									
interminute structures of the main of structures of origination of the construct multimodal texts and facts or opinions that support the density and the structures of analyzing the thesis and facts or opinions that support the density and the sis and facts or opinions that support the density and the sis and facts or opinions that support the density and the sis and facts or opinions that support the density and the sis and facts or opinions that support the density and the sis and facts or opinions that support the density and the sis and facts or opinions that support the density and the sis and facts or opinions that support the density and digital literacies for a and digital literacies for a sinety of purposes. (i) (i) dentifying the density opinion and analyzing the factor opinion that support the main indexis. And the main opinion support the main indexis in an analyzing the main indexis in analyzing the main indexing in ananalyzing the main indexis in analyzing the main indexis	1								(D) recognize				
reader to think or (ii) identifying the thesis and facts or opinions that support the thesis and (i) interpret and construct multimodal textsspret curve to that to that opinions that support the thesis and of the thesis and facts or persuable to the spin- persuable to the spin- 	1		purposes.					_					
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(i) identifying the besing the bis and facts or and digital literacies for a variety of purposes.(i) identifying and and/sing what the author is trying to contrast, problem the biss and facts or and digital literacies for a variety of purposes.(i) identifying the and digital literacies for a variety of purposes.(i) identifying the author is trying to contrast, problem and digital literacies for a variety of purposes.(i) identifying the author is trying to contrast, problem and digital literacies for a variety of purposes.(i) identifying the contrast, problem and digital literacies for a variety of purposes.(i) identifying the contrast, problem and digital literacies for a variety of purposes.(i) identifying the contrast expansion the sist and facts or against an against an 	1			do;			(ii) explaining how						
InterstandUnless inductors of pristions that and of one intrying the fuel support the fuels; and construct multinodal texts and digital literacies of purposes.Subcurst is kind kind of compare and compare and effect, compare and effect, compare and effect, opposition-and- support the maint ideas: support the maint ideas: and digital literacies for a variety of purposes.Subcurst is kind kind idea compare and effect, compare and effect, compare and effect, compare and effect, opposition-and- support the maint ideas: support the maint ideas: (i) support ideas: <br< td=""><td>1</td><td></td><td></td><td>(ii) identifying the</td><td>C</td><td>organizational</td><td>different</td><td>argumentative text</td><td>-</td><td></td><td></td><td></td><td></td></br<>	1			(ii) identifying the	C	organizational	different	argumentative text	-				
indity/ang wain wain indity/ang wain wain between support the thesis; and indity/ang wain wain between support the thesis; and indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain wain between support the main indicates and digital literacies for a variety of purposes. indity/ang wain wain wain wain wa	1						U	including:					
and persuade the results of contrast, problem proposition-and- support the main ideas; contrast, problem contrast,	1								identifying the claim				
(c) interpret and outline outling in the thesis and digital literacies for a variety of purposes.(i) outling outl	1				persuade the reader	contrast, problem	proposition-and-						
Image: construct multimodal texts and digital literacies for a variety of purposes.(i)(ii)(iiii)(iii)(iii)(iii)<	1			(E) interpret and	to think or do; and	,		-					
Image: and answers readers' opinions that support the thesis; and D) recognize characteristics and structures of persuasive text bi- identifying the thesis and exploin opinions that support 	1							(ii) analyze the					
for a variety of purposes.the thesis; and construct multimodal texts and digital literacies for a variety of purposes.(D) recognize characteristics and structures of persuasive text by identifying the chasis and explain how the author has argument; and(D) recognize characteristics and structures of persuasive text bi identifying the thesis and explain how the author has argument; and(D) recognize characteristics and structures of persuasive text bi identifying the thesis and explain how the author has argument; and(D) recognize characteristics and structures of persuasive text bi identifying the thesis and explain how the author has argument; and(D) recognize characteristics and structures of persuasive text bi identifying the thesis and explain how the author has argument; and(D) recognize characteristics and structures of persuasive text bi identifying the thesis and explain how the author has argument; and(D) recognize characteristics and structures of persuasive text bi identifying the thesis and explain how the author has argument; and(D) recognize characteristics and structures of thesis and explain how the author has argument; and(D) recognize construct multimodal texts and digital teracteristics and support the argument; and(D) recognize construct multimodal texts(D) recognize construct multimodal texts(D) recognize construct (E) analyze and construct(D) recognize construct multimodal texts(D) recognize construct multimodal texts(D) recognize construct (E) analyze and construct(D) recognize (E) analyze and construct <th< td=""><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td>evidence presented</td><td>and answers readers'</td><td></td><td></td><td></td><td></td></th<>	1							evidence presented	and answers readers'				
(E) interpret and construct multimodal texts and digital literacies for a variety of purposes. (E) interpret and construct multimodal texts and digital literacies for a variety of purposes. (E) analyze and construct multimodal texts and digital literacies for a variety of purposes. (E) interpret and construct multimodal texts (E) interpret and construct multimodal texts (E) analyze and construct multimodal texts and digital literacies for a variety of purposes. (E) analyze and construct multimodal texts and digital literacies for a variety of purposes. (E) interpret and construct multimodal texts (E) interpret and construct revience and construct multimodal texts (E) analyze and construct multimodal texts (E) interpret and construct multimodal texts (E) interpret and construct multimodal texts (E) analyze and construct multimodal texts (E) interpret and construct multimodal texts (E) interpret and construct multimodal texts (E) interpret and construct we increase and construct multimodal texts (E) interpret and construct multimodal texts (E) interpret and construct multimodal texts (E) interpret and construct multimodal texts (E) interpret and construct multimodal texts (E) interpret and construct multimodal texts (E) interpret and construct multimodal texts (E) interpret and and digital literacies for a variety of purposes. (E) interpret and construct multimodal texts (E) analyze and construct multimodal texts (E) analyze and construct multimodal texts (E) analyze an	1					(D) recognize			u				
construct multimodal texts and digital literacies for a variety of purposes.concerns; and persuasive text by identifying the claim the author pagainst an argument; andconcerns; and concerns; and (E) analyze and construct multimodal iteracies for a variety of purposes.(B) analyze and construct multimodal iteracies for a variety of purposes.(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.(i) identifying the claim the author presents in the the author uses for a variety of purposes.(ii) explaining how the author uses and digital literacies for a variety of purposes.(ii) explaining how the author uses and digital literacies for a variety of purposes.(ii) explaining how the author uses and consideration of alternatives to support the argument; and(ii) explaining how the author uses and consideration of alternatives to support the argument; and(ii) explaining how the author uses (iii) explaining how the author uses (iii) explaining how the author uses and consideration of alternatives to support the argument; and(iii) explaining how the author uses (iii) explaining how the author use (iii) explaining how the author use (iii) explaining how the author use (iii) explainin	1			-	(E) interpret and		characteristics and						
identifying the heiss and explain wariety of purposes. (E) analyze and construct multimodal iteracies for a variety of purposes.	1				construct multimodal								
hesis and explain variety of purposes.	1							(E) analyze and					
 I be a label and into a subset of a variety of purposes. I be a label a labe	1						(i) identifying the	construct multimodal	literacies for a				
against an argument; and argument; and (ii) explaining how the author uses relevant evidence and construct multimodal texts for a variety of purposes. variety of purposes. b (ii) explaining how the author uses relevant evidence and consideration of alternatives to support the argument; and variety of purposes. (E) interpret and digital literacies (ii) explaining how the author uses variety of purposes. (b) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses (c) author uses	1				· ····· · · · · · · · · · · · · · · ·		claim the author		variety of purposes.				
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(E) interpret and construct multimodal texts and digital literacies for a variety of purposes. (E) interpret and construct multimodal texts and consideration of alternatives to support the argument; and (E) analyze and construct multimodal texts	1					argument; and							
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and digital literacies for a variety of purposes.	1												
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argument; and (E) analyze and construct multimodal texts	1												
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