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

- (A) recognize characteristics and structures of literary text including:
  - (i) identifying the main events, problem, and solution in the plot for texts read aloud;
  - (ii) identifying the setting of a story, including where and when the story takes place;
  - (iii) identifying and describing the main character(s);
  - (iv) identifying the basic theme such as people need a place to belong;
- (B) recognize characteristics and structures of informational text including:
  - (i) using features, including titles and photographs, to locate, explain, or use information; and
  - (ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns;
- (C) recognize characteristics and structures of persuasive or argumentative text including:
  - (i) discussing what the author is trying to persuade the reader to think or do;
  - (D) explore the characteristics of multimodal texts for a variety of purposes;
  - (E) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
  - (F) recognize how forms and structures are the same and different within and across genres including fiction.

Grades 1

- (A) recognize characteristics and structures of literary text including:
  - (i) identifying and understanding the main events and problem and solution in the plot for texts read aloud and independently;
  - (ii) describing the setting with where and when;
  - (iii) describing the main characters and how their feelings change and actions; and
  - (iv) identifying the basic theme such as working together as a community;
- (B) recognize characteristics and structures of informational text including:
  - (i) using features, including subtitles, table of contents, index, glossary, and labels, to locate, explain, or use information; and
  - (ii) discussing how different organizational structures such as description, temporal sequence, and categorical support the main ideas;
- (C) recognize characteristics and structures of persuasive or argumentative text including:
  - (i) discussing what the author is trying to persuade the reader to think or do;
  - (D) explore the characteristics of multimodal texts for a variety of purposes;
  - (E) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
  - (F) recognize how forms and structures are the same and different within and across genres including fiction.

Grades 2

- (A) recognize characteristics and structures of literary text including:
  - (i) identifying and understanding the main events and problem and solution in the plot for texts read aloud and independently;
  - (ii) identifying and explaining any characters in the plot;
  - (iii) explaining the relationship of the setting to the plot;
  - (iv) identifying the significance of the setting to the characters;
  - (v) identifying the interactions of the characters and changes they undergo;
  - (vi) identifying and identifying titles and other features to locate, explain, or use information;
  - (vii) recognizing the main ideas of literary text;
  - (viii) recognizing the main ideas of informational text; and
  - (ix) exploring the characteristics of a text such as sequence, description, and repeated patterns;
- (B) recognize characteristics and structures of informational text including:
  - (i) using features, including subtitles, paragraph, columns, and tables to locate, explain, or use information; and
  - (ii) discussing how different organizational structures such as description, causal sequence, and categorical support the main ideas;
- (C) recognize characteristics and structures of persuasive or argumentative text including:
  - (i) discussing what the author is trying to persuade the reader to think or do;
  - (D) explore the characteristics of multimodal texts for a variety of purposes;
  - (E) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
  - (F) recognize how forms and structures are the same and different within and across genres including fiction.
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<th>Kindergarten</th>
<th>Grade 1</th>
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<td><strong>English language arts and reading</strong></td>
<td>including fiction versus nonfiction, traditional, informational text, persuasive text, procedural text, and poetry.</td>
<td>(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.</td>
<td>texts and digital literacies for a variety of purposes;</td>
<td>(i) identifying the thesis and explain how the author has used facts for or against an argument and verifying the facts;</td>
<td>(C) recognize characteristics and structures of persuasive or argumentative text including:</td>
<td>(i) analyze the argument by identifying the claim the author presents in the thesis and explain how the author supports the claim with detailed and relevant evidence and consideration of alternatives;</td>
<td>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</td>
<td>(C) recognize characteristics and structures of persuasive or argumentative text including:</td>
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<td>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</td>
<td>(E) understand and identify elements of poetry, including stanza and line breaks found in free verse, narrative, lyrical, and concrete forms;</td>
<td>(E) analyze the importance of visual elements such as capital letters, line length, word position in various forms of poetry;</td>
<td>(D) analyze and construct multimodal texts and digital literacies for a variety of purposes;</td>
<td>(E) understand and identify elements of poetry, including internal rhyme, onomatopoeia, and rhyme scheme found in various forms of poetry; and</td>
<td>(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, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.</td>
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