

(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	ESOL I	ESOL II
<p>(A) recognize characteristics and structures of literary text including:</p> <p>(i) identifying the main events, problem, and solution in the plot for texts read aloud;</p> <p>(ii) identifying the setting of a story, including where and when the story takes place;</p> <p>(iii) identifying and describing the main character(s); and</p> <p>(iv) identifying the basic theme such as people need a place to belong;</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including titles and photographs, to locate, explain, or use information; and</p> <p>(ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns;</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including:</p> <p>(i) discussing what the author is trying to persuade the reader to think or do;</p> <p>(D) explore the characteristics of multimodal texts for a variety of purposes;</p> <p>(E) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and</p> <p>(F) recognize how forms and structures are the same and different within and across genres including fiction,</p>	<p>(A) recognize characteristics and structures of literary text including:</p> <p>(i) identifying and understanding the main events including problem and solution in the plot for texts read aloud and independently;</p> <p>(ii) describing the setting with where and when;</p> <p>(iii) describing the main characters and how their feelings change and actions; and</p> <p>(iv) identifying the basic theme such as working together as a community;</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including headings, table of contents, index, glossary, and labels, to locate, explain, or use information; and</p> <p>(ii) discuss how different organizational structures such as description, temporal sequence, and categorical support the main ideas;</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including:</p> <p>(i) discussing what the author is trying to persuade the reader to think or do;</p> <p>(D) explore the characteristics of multimodal texts for a variety of purposes</p> <p>(E) identify the rhyme, rhythm, repetition, imagery and meaning in a variety of poems; and</p> <p>(F) Recognize how forms and structures are the same and different within and across genres</p>	<p>(A) recognize characteristics and structures of literary text including:</p> <p>(i) identifying and understanding the main events including problem and solution in the plot for texts read aloud and independently;</p> <p>(ii) describing the importance of the setting or multiple settings;</p> <p>(iii) describing the main characters and how their feeling and actions change; and</p> <p>(iv) identifying the basic theme such as treating people fairly;</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including subheadings, paragraphs, types, styles, and columns to locate, explain, or use information; and</p> <p>(ii) discuss how different organizational structures such as temporal sequence, categorical, and questions/answers, support the main ideas;</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including:</p> <p>(i) discussing what the author is trying to persuade the reader to think or do;</p> <p>(D) recognize the characteristics of multimodal texts for a variety of purposes;</p> <p>(E) identify and explain the elements of poetry, including rhyme, rhythm, repetition, imagery, and theme in narrative and lyrical poems;</p>	<p>(A) recognize characteristics and structures of literary texts including:</p> <p>(i) understanding how one event builds on another, how the problem is solved and follow multiple events and characters in the plot;</p> <p>(ii) understanding the relationship of the setting to the plot;</p> <p>(iii) explaining the relationship among the characters; and</p> <p>(iv) identifying basic themes with textual evidence;</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) identify how different organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, problem and solution support the main ideas;</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including:</p> <p>(i) identifying what the author is trying to persuade the reader to think or do by identifying the thesis and facts or opinions that support the thesis;</p> <p>[Discuss “construct with Strand 3 and 7]</p>	<p>(A) recognize characteristics and structures of literary texts including:</p> <p>(i) analyze and summarize the elements of plot development including rising action, climax, falling action, and resolution including flashback as a way to develop plot;</p> <p>(ii) explaining the significance of the setting to the plot, including a historical setting;</p> <p>(iii) explaining the interactions of the characters and the changes they undergo; and</p> <p>(iv) identifying and inferring basic themes with textual evidence;</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including pronunciation guides and diagrams, to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) identify how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and chronological order support the main ideas;</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including</p> <p>(i) identifying and analyzing what the author is trying to persuade the reader to think or do by identifying the thesis and facts or opinions that support the thesis;</p> <p>(D) interpret and construct multimodal</p>	<p>(A) recognize characteristics and structures of literary texts including:</p> <p>(i) analyzing and summarizing the elements of plot development including rising action, climax, falling action, and resolution including non-linear elements such as flashback;</p> <p>(ii) explaining the significance of the setting of the plot, including historical setting;</p> <p>(iii) explaining the roles and functions of characters including their relationships and conflicts;</p> <p>(iv) explaining multiple themes and ideas not explicitly stated within and across texts; and</p> <p>(v) identifying the elements of a play, including acts, scenes, stage directions, and scripted dialogue.</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including insets, timelines, and sidebars, to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) explain how different organizational structures such as cause and effect, compare and contrast, problem and solution, description, and sequential and chronological order support the main ideas;</p> <p>(C) recognize characteristics and structures of persuasive or argumentative text including:</p>	<p>(A) recognize characteristics and structures of literary texts including:</p> <p>(i) analyzing and summarizing the relationship between of nonlinear plot development including the use of foreshadowing to advance the plot;</p> <p>(ii) explaining the influence of the setting in character and plot development ;</p> <p>(iii) analyzing the roles and functions of characters including their relationships and conflicts;</p> <p>(iv) explaining multiple themes and ideas not explicitly stated in texts; and</p> <p>(v) describing how a playwright uses acts, scenes, stage directions, and scripted dialogue to develop dramatic action.</p> <p>[dramatic action: continuous conflict between and among the characters]</p> <p>(B) recognize characteristics and structures of informational text including:</p> <p>(i) using features such as introduction, foreword, or preface, references, or acknowledgements to gain background information and understand the author’s perspective on the topic; and</p> <p>(ii) explaining how different organizational structures such as description, cause and effect, compare and contrast, sequential order, chronological order, proposition-and-support, and problem-and-solution, support the main ideas;</p>	<p>(A) analyze the characteristics and structural elements of literary texts such as character, plot, and theme;</p> <p>(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, and pertinent examples;</p> <p>[Consider for ESOL: <i>Use features, including, [insert features] to form an overview of informational texts and determine where to locate information</i>]</p> <p>(C) analyze characteristics and structural elements of argumentative texts such as clear arguable thesis, reasoning, appeals, and counter argument;</p> <p>(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> <p>(E) analyze how the historical period and cultural contexts influence texts;</p> <p>(F) recognize how forms and structures are the same and different within and across genres.</p>	<p>(A) analyze the characteristics and structural elements of literary texts such as character, plot, and theme;</p> <p>(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, and pertinent examples;</p> <p>(C) analyze characteristics and structural elements of argumentative texts such as clear arguable thesis, reasoning, appeals, and counter argument;</p> <p>(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> <p>(E) analyze how the historical period and cultural contexts influence texts;</p> <p>(F) recognize how forms and structures are the same and different within and across genres.</p>

English language arts and reading

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
<p>nonfiction, traditional, and poetry.</p>	<p>including fiction versus nonfiction, traditional, informational text, persuasive text, procedural text, and poetry.</p>	<p>(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.</p>	<p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p> <p>(E) understand and identify elements of poetry, including rhyme, rhythm, repetition, alliteration and layout found in free verse, narrative, lyrical, and concrete forms;</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as realistic fiction, traditional, biographies, personal narrative/memoir, informational text, and poetry.</p>	<p>texts and digital literacies for a variety of purposes;</p> <p>(E) understand and identify elements of poetry, including stanzas and line breaks found in free verse, narrative, lyrical, and concrete forms;</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, traditional, fantasy, biographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, and poetry.</p>	<p>(i) identifying the thesis and explain how the author has used facts for or against an argument and verifying the facts;</p> <p>(D) interpret and construct multimodal texts and digital literacies for a variety of purposes;</p> <p>(E) understand and identify elements of poetry, including internal rhyme, onomatopoeia, and rhyme scheme found in various forms of poetry; and</p> <p>(F) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, biographies, autobiographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.</p>	<p>(C) recognize characteristics and structures of persuasive or argumentative text including:</p> <p>(i) analyze the argument by identifying the claim the author presents in the thesis and explain how the author supports their position with detailed and relevant evidence, and consideration of alternatives;</p> <p>(D) analyze and construct multimodal texts and digital literacies for a variety of purposes;</p> <p>(E) analyze the importance of visual elements such as capital letters, line length, word position) in various forms of poetry;</p> <p>(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.</p>		