Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | ESOL 1 | ESOL 2
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Streamlined the SE’s and changed for vertical alignment per expert reviewers, “Stotsky,” “Hill,” “Wilkinson,” and “Cavanaugh.”
(A) identify and discuss the author’s purpose for writing text; (B) identify and discuss the ways authors structure text; and (C) identify and discuss, with adult assistance, author’s use of print and graphic features to achieve specific purposes.

Streamlined the SE’s and changed for vertical alignment per expert reviewers, “Stotsky,” “Hill,” “Wilkinson,” and “Cavanaugh.”
(A) identify and analyze the author’s purpose and message within texts; (B) understand how text structure contributes to an author’s purpose; (C) identify and explain author’s use of print and graphic features to achieve specific purposes; (D) understand how author’s use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes; (E) identify and analyze how an author’s use of language contributes to mood and tone of a text; and (F) identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose and (G) identify and explain the use of literary devices when used rhetorically, including exaggeration.

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(A) identify and analyze the author’s purpose and message within texts; (B) understand how text structure contributes to an author’s purpose; (C) identify and explain author’s use of print and graphic features to achieve specific purposes; (D) understand how author’s use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes; (E) identify and analyze how an author’s use of language contributes to mood and tone of a text; and (F) identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose; and (G) identify and explain the use of literary devices when used rhetorically, including exaggeration and emotional appeals.