(5) Multiple Genres: Listening, Speaking, Reading and Writing in Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, and diverse texts. The student is expected to:

Kindergarten

(A) develop an understanding of how forms and structures are the same and different within and across genres, including fiction, informational, traditional, and poetry;
(B) recognize characteristics of literary text, including:
(i) identifying the main events, problem, and solution in the plot for texts read aloud; and
(ii) identifying the setting;
(iii) identifying and describing the main character(s); and
(iv) identifying the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems;
(C) recognize characteristics and structures of informational text, including:
(i) titles and simple graphics, to gain basic information; and
(ii) the ways information is grouped in a text such as sequence, comparison, and repeated patterns with adult assistance; and
(D) recognize characteristics of persuasive text, with adult assistance, including what the author is trying to persuade the reader to think or do.

Grade 1

(A) develop an understanding of how forms and structures are the same and different within and across genres, including fiction, informational, traditional, and poetry;
(B) recognize characteristics of literary text, including:
(i) identifying and understanding the main events, and solution in the plot for texts read aloud and independently; and
(ii) describing the setting;
(iii) identifying the main character(s) and the reasons for the events that take place; and
(iv) identifying the basic theme; and
(v) identifying the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
(vi) the ways information is grouped in a text such as sequence, comparison, and repeated patterns with adult assistance; and
(D) recognize characteristics of persuasive text, with adult assistance, including what the author is trying to persuade the reader to think or do.

Grade 2

(A) develop an understanding of how forms and structures are the same and different within and across genres, including fiction, informational, traditional, and poetry;
(B) recognize characteristics of literary text, including:
(i) identifying and understanding the main events, and solution in the plot for texts read aloud and independently; and
(ii) describing the setting;
(iii) identifying the main character(s) and the reasons for the events that take place; and
(iv) identifying the basic theme; and
(v) identifying the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
(vi) the ways information is grouped in a text such as sequence, comparison, and repeated patterns with adult assistance; and
(D) recognize characteristics of persuasive text, with adult assistance, including what the author is trying to persuade the reader to think or do.

Grade 3

(A) develop an understanding of how forms and structures are the same and different within and across genres, including fiction, informational, traditional, and poetry;
(B) recognize characteristics of literary text, including:
(i) identifying and understanding the main events, and solution in the plot for texts read aloud and independently; and
(ii) describing the setting;
(iii) identifying the main character(s) and the reasons for the events that take place; and
(iv) identifying the basic theme; and
(v) identifying the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
(vi) the ways information is grouped in a text such as sequence, comparison, and repeated patterns with adult assistance; and
(D) recognize characteristics of persuasive text, with adult assistance, including what the author is trying to persuade the reader to think or do.

Grade 4

(A) develop an understanding of how forms and structures are the same and different within and across genres, including fiction, informational, traditional, and poetry;
(B) recognize characteristics of literary text, including:
(i) identifying and understanding the main events, and solution in the plot for texts read aloud and independently; and
(ii) describing the setting;
(iii) identifying the main character(s) and the reasons for the events that take place; and
(iv) identifying the basic theme; and
(v) identifying the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
(vi) the ways information is grouped in a text such as sequence, comparison, and repeated patterns with adult assistance; and
(D) recognize characteristics of persuasive text, with adult assistance, including what the author is trying to persuade the reader to think or do.

Grade 5

(A) develop an understanding of how forms and structures are the same and different within and across genres, including fiction, informational, traditional, and poetry;
(B) recognize characteristics of literary text, including:
(i) identifying and understanding the main events, and solution in the plot for texts read aloud and independently; and
(ii) describing the setting;
(iii) identifying the main character(s) and the reasons for the events that take place; and
(iv) identifying the basic theme; and
(v) identifying the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
(vi) the ways information is grouped in a text such as sequence, comparison, and repeated patterns with adult assistance; and
(D) recognize characteristics of persuasive text, with adult assistance, including what the author is trying to persuade the reader to think or do.

Grade 6

(A) develop an understanding of how forms and structures are the same and different within and across genres, including fiction, informational, traditional, and poetry;
(B) recognize characteristics of literary text, including:
(i) identifying and understanding the main events, and solution in the plot for texts read aloud and independently; and
(ii) describing the setting;
(iii) identifying the main character(s) and the reasons for the events that take place; and
(iv) identifying the basic theme; and
(v) identifying the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
(vi) the ways information is grouped in a text such as sequence, comparison, and repeated patterns with adult assistance; and
(D) recognize characteristics of persuasive text, with adult assistance, including what the author is trying to persuade the reader to think or do.

English Language Arts and Reading

(A) recognize how forms and structures are the same and different within and across genres;
(B) analyze and apply the characteristics and structural elements of literary texts such as:
(i) theme, characters, and plot; and
(ii) poetic forms, stanza, line breaks, and sound devices; and
(iii) stage directions and cast;
(C) analyze and apply characteristics and structural elements of informational texts such as:
(i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;
(ii) text features; and
(iii) organizational patterns;
(D) analyze and apply characteristics and structural elements of argumentative texts such as:
(i) clear arguable thesis, appeals, and convincing closing; and
(ii) counter arguments, concessions, call to action, and opposing viewpoints;
(E) evaluate and apply the characteristics of multimodal and digital texts for informational, and argumentative purposes; and
(F) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and

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<th>Kindergarten</th>
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<td>persuade the reader to think or do; and (E) explore the characteristics of multimodal texts for a variety of purposes.</td>
<td>support the main ideas; (D) recognize different organizational structures including cause and effect, and problem and solution support the main ideas; (D) recognize characteristics and structures of persuasive text by: (i) identifying what the author is trying to persuade the reader to think or do; and (E) interpret and construct multimodal texts for a variety of purposes.</td>
<td>(ii) identify how different organizational structures including cause and effect, and problem and solution support the main ideas; (D) recognize characteristics and structures of persuasive text by: (i) identifying what the author is trying to persuade the reader to think or do; and (E) recognize the characteristics of multimodal texts for a variety of purposes.</td>
<td>including: acts, scenes, stage directions, and scripted dialogue; (C) recognize characteristics and structures of informational text including: (i) using features such as introduction, foreword, preface, references, or acknowledgements to gain background information and understand the author’s perspective on the topic; and (ii) explaining how different organizational structures such as cause and effect, proposition-and-support, and problem-and-solution support the main ideas; (D) recognize characteristics and structures of persuasive text by: identifying the thesis and explain how the author has used facts for or against an argument; and (E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</td>
<td>(i) identifying the controlling idea or thesis; (ii) explaining how text is designed to organize and convey ideas; and (iii) analyzing how multiple organizational structures develop the main idea and the author’s viewpoint; (D) recognize characteristics and structures of argumentative text including: (i) identifying the claim the author presents in the thesis; and (ii) analyzing how the evidence presented and explain how the author anticipates and answers readers’ concerns; and (E) analyze and construct multimodal texts and digital literacies for a variety of purposes.</td>
<td>(i) identifying the controlling idea or thesis; (ii) explaining how text is designed to organize and convey ideas; and (iii) analyzing how the author’s use of multiple structures to organize information coherently; (D) recognize characteristics and structures of argumentative text including: (i) analyzing the argument by identifying the claim the author presents in the thesis; and (ii) explaining how the author anticipates and answers readers’ counter-arguments; and (E) analyze and construct multimodal texts and digital literacies for a variety of purposes.</td>
<td>(i) identifying the historical period, cultural contexts, and current events influence texts.</td>
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