## English Language Arts and Reading

### Final Recommendations, April 2016

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
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<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>English IV</th>
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<td>(A) identify and discuss, with adult assistance, the author’s purpose for writing text;</td>
<td>(A) identify and discuss an author’s purpose for writing text;</td>
<td>(A) identify and analyze the author’s purpose for writing text;</td>
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<td>(B) identify and discuss, with adult assistance, how text structure contributes to an author’s purpose; and</td>
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<td>(B) identify the use of print and graphic features to achieve specific purposes; and</td>
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<td>(C) identify and discuss, with adult assistance, an author’s use of print and graphic features to achieve specific purposes.</td>
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- **Kindergarten**: The student is expected to:
  - **Listening, Speaking, Reading and Writing using Multiple Texts.** Students use critical inquiry to analyze the purpose of texts, including the author’s purpose and message, to achieve specific purposes.
  - **Identify and use the author’s purpose and message within a text:** Students identify and use the author’s purpose and message within a text, including the author’s purpose and message within a text.
  - **Identify and use the author’s purpose and message within a text:** Students identify and use the author’s purpose and message within a text, including the author’s purpose and message within a text.
  - **Identify and analyze the author’s purpose and message within a text:** Students identify and analyze the author’s purpose and message within a text, including the author’s purpose and message within a text.
  - **Understand how text structure contributes to the author’s purpose:** Students understand how text structure contributes to the author’s purpose, including how text structure contributes to the author’s purpose.
  - **Explain how text structure contributes to the author’s purpose:** Students explain how text structure contributes to the author’s purpose, including how text structure contributes to the author’s purpose.
  - **Analyze how the author’s use of print and graphic features to achieve specific purposes:** Students analyze how the author’s use of print and graphic features to achieve specific purposes, including how the author’s use of print and graphic features to achieve specific purposes.
  - **Describe how the author’s use of the structure and graphic features to achieve specific purposes:** Students describe how the author’s use of the structure and graphic features to achieve specific purposes, including how the author’s use of the structure and graphic features to achieve specific purposes.
  - **Explain how the author’s use of the structure and graphic features to achieve specific purposes:** Students explain how the author’s use of the structure and graphic features to achieve specific purposes, including how the author’s use of the structure and graphic features to achieve specific purposes.
  - **Describe how the author’s use of the use of literary language such as metaphor, simile, and imagery achieves specific purposes:** Students describe how the author’s use of the use of literary language such as metaphor, simile, and imagery achieves specific purposes, including how the author’s use of the use of literary language such as metaphor, simile, and imagery achieves specific purposes.
  - **Analyze how the use of literary devices including point of view in first or third person to achieve a specific purpose:** Students analyze how the use of literary devices including point of view in first or third person to achieve a specific purpose, including how the use of literary devices including point of view in first or third person to achieve a specific purpose.

**Grade 1**

- **Identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose.**

**Grade 2**

- **Analyze the use of literary devices including exclamation and interjections.**

**Grade 3**

- **Analyze the use of rhetorical devices including hyperbole.**

**Grade 4**

- **Analyze the use of rhetorical devices including loaded language.**

**Grade 5**

- **Analyze the use of rhetorical devices including allusion.**

**Grade 6**

- **Analyze the use of rhetorical devices including word shifts.**

**Grade 7**

- **Analyze the use of rhetorical devices including metaphor, simile, and imagery.**

**Grade 8**

- **Analyze the use of rhetorical devices including allusion.**

**English I**

- **Analyze the use of rhetorical devices including word shifts.**

**English II**

- **Analyze the use of rhetorical devices including literary devices.**

**English III**

- **Analyze the use of rhetorical devices including word shifts.**

**English IV**

- **Analyze the use of rhetorical devices including literary devices.**

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