(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, and diverse texts. The student is expected to:

**Spanish Language Arts and Reading and English as a Second Language**

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<td>(A) develop an understanding of how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, biographies, autobiographies, memoirs, informational text, primary source documents, narrative non-fiction;</td>
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multimodal texts for a variety of purposes.

(E) recognize the characteristics of multimodal texts for a variety of purposes.

contrast, and problem and solution support the main ideas;

(D) recognize characteristics and structures of persuasive text, including 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;

and

(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.

such as cause and effect, compare and contrast, problem and solution, description, and chronological order support the main ideas;

(D) recognize characteristics and structures of persuasive text, including 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;

and

(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.

sidebars, to locate, explain, or use information and gain understanding of text;

and

(E) recognize characteristics and structures of persuasive text, including 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;

and

(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.

acknowledgements to gain background information and understand the author’s perspective on the topic;

and

(ii) 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;

(D) recognize characteristics and structures of persuasive text, including the thesis to explain how the author has used facts for or against an argument and verifying the facts;

and

(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.

(iii) analyzing how multiple organizational structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution support the main ideas and the author’s viewpoint; and

(iv) identifying features, including chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text;

(D) recognize characteristics and structures of persuasive text, including analyzing 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; and

(F) analyze and construct multimodal texts and digital literacies for a variety of purposes.

(i) identifying the claim the author presents in the thesis, and

(ii) analyzing 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.

(i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing; and

(ii) text features; and

(iii) organizational patterns;

(E) analyze and apply characteristics and structural elements of argumentative texts such as:

(i) clear arguable thesis, closing; and

(ii) counter arguments, concessions, call to action;

(F) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and

(G) analyze and apply how the historical period, cultural contexts, and current events influence texts.