

**(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  | Grade 7  | Grade 8   | English I  | English II   | English III   | English IV  |
|--|--|--|--|--|---|--|--|---|--|--|---|---|
| <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including fiction, informational, traditional, and poetry;</p> <p>(B) recognize characteristics 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;</p> <p>(iii) identifying and describing the main character(s);</p> <p>(iv) identifying the basic theme with adult assistance; and</p> <p>(v) identifying the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) titles and simple graphics, to gain information; and</p> <p>(ii) the ways information is grouped in a text such as sequence, description, and repeated patterns with adult assistance; and</p> <p>(D) recognize characteristics of persuasive text, with adult assistance, including what the author is trying to persuade the reader to think or do.</p> | <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including fiction, traditional, informational, persuasive, procedural, and poetry;</p> <p>(B) recognize characteristics of literary text, including:</p> <p>(i) identifying and understanding the main events, problem, and solution in the plot for texts read aloud and independently;</p> <p>(ii) describing the setting;</p> <p>(iii) describing the main character(s) and the reasons for their and actions;</p> <p>(iv) identifying the basic theme; and</p> <p>(v) identifying the rhyme, rhythm, repetition, imagery and meaning in a variety of poems;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features and simple graphics to locate or gain information; and</p> <p>(ii) how different organizational structures such as description, temporal sequence, and categorical support the main ideas;</p> <p>(D) recognize characteristics of persuasive text, with adult assistance, including what the author is trying to</p> | <p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including, realistic fiction, traditional, animal fantasy, informational, persuasive, procedural, and poetry;</p> <p>(B) recognize characteristics of literary text, including:</p> <p>(i) identifying and understanding the main events, 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 character(s) and how their feelings and actions change;</p> <p>(iv) identifying the basic theme; and</p> <p>(v) identifying and explaining the elements of poetry, including rhyme, rhythm, repetition, imagery, and theme in narrative and lyrical poems;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features and graphics to locate and gain information; and</p> <p>(ii) how different organizational structures such as temporal sequence, categorical, and questions/answers</p> | <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including, realistic fiction, fables, biographies, personal narratives, informational text, and poetry;</p> <p>(B) recognize characteristics and structures of literary texts including:</p> <p>(i) identifying and understanding the main events including the problem and solution in the text;</p> <p>(ii) understanding the significance of the setting in relationship to the plot;</p> <p>(iii) explaining the relationship among the characters/subjects;</p> <p>(iv) identifying basic themes with textual evidence; and</p> <p>(v) identifying and explaining elements of poetry, sound devices such as rhyme, rhythm, or repetition, imagery, visual arrangement, and speaker in narrative and lyrical poems;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to gain understanding of the text; and</p> | <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including historical fiction, folktales, informational text, narrative non-fiction, and poetry;</p> <p>(B) 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;</p> <p>(ii) explaining the significance of the setting in relationship to the plot including a historical setting;</p> <p>(iii) explaining the interactions of the characters and the changes they undergo;</p> <p>(iv) identifying and inferring basic themes supported by text evidence; and</p> <p>(v) identifying and explaining the elements of poetry, including the imagery, visual arrangement, sound devices such as rhyme, alliteration, and onomatopoeia, figurative language, and speaker in narrative and lyrical poetry;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) using features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to gain understanding of the text; and</p> <p>(ii) identifying the elements of a play,</p> | <p>(A) develop an understanding of how forms and structures are the same and different within and across genres including legends and myths, autobiographies, personal narrative, informational text, primary source documents, narrative non-fiction, poetry, and drama;</p> <p>(B) 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 in relationship to the plot, including a 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;</p> <p>(v) identifying and explaining the elements of poetry, including imagery, visual, arrangement, sound devices such as internal rhyme and rhyme scheme, figurative language, mood, and speaker in narrative and lyrical poems; and</p> <p>(vi) identifying the elements of a play,</p> | <p>(A) develop an understanding of how forms and structures are the same and different within and across genres such as realistic fiction, 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> <p>(B) recognize characteristics and structures of literary texts including:</p> <p>(i) analyzing nonlinear plot development including the use of foreshadowing to advance the plot;</p> <p>(ii) explaining the influence of the setting on 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 a text;</p> <p>(v) analyzing the importance of visual elements such as capital letters, line length, and word position in various forms of poetry; and</p> <p>(vi) describing how a playwright uses acts, scenes, stage directions, and scripted dialogue to develop dramatic action;</p> | <p>(A) develop an understanding of how forms and structures are the same and different within and across genres such as realistic fiction, 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> <p>(B) recognize characteristics and structures of literary texts including:</p> <p>(i) analyzing texts with one or more subplots;</p> <p>(ii) explaining the influences of setting(s) on character and plot development in works with one or more subplots;</p> <p>(iii) analyzing how the internal and external responses of characters develop the plot;</p> <p>(iv) explaining how the theme(s) is developed;</p> <p>(v) analyzing how language contributes to the meaning of a poem; and</p> <p>(vi) analyzing how a playwright develops plot through the use of dialogue and stage directions;</p> <p>(C) recognize characteristics and structures of informational text including:</p> | <p>(A) develop an understanding of how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, , fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text.;</p> <p>(B) recognize characteristics and structures of literary texts including:</p> <p>(i) analyzing linear and nonlinear plots with one or more subplots;</p> <p>(ii) analyzing the influence of setting(s) on character and plot development;</p> <p>(iii) analyzing how the central characters' qualities influence the resolution of the central conflict and the theme;</p> <p>(iv) explaining how the theme(s) is developed;</p> <p>(v) analyzing how language and form contribute to the meaning of a poem; and</p> <p>(vi) analyzing how playwright(s) develop characters through the dialogue and staging of their plays;</p> <p>(C) recognize characteristics and structures of informational text including:</p> | <p>(A) recognize how forms and structures are the same and different within and across genres;</p> <p>(B) analyze and apply the characteristics and structural elements of literary texts such as:</p> <p>(i) theme, characters, and plot;</p> <p>(ii) poetic forms, stanzas, line breaks, and sound devices; and</p> <p>(iii) stage directions and cast;</p> <p>(C) analyze and apply characteristics and structural elements of informational texts such as:</p> <p>(i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing;</p> <p>(ii) text features; and</p> <p>(iii) organizational patterns;</p> <p>(D) analyze and apply characteristics and structural elements of argumentative texts such as:</p> <p>(i) clear arguable thesis, appeals, and convincing closing; and</p> <p>(ii) counter arguments, concessions, and call to action;</p> <p>(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and</p> | <p>(A) recognize how forms and structures are the same and different within and across genres;</p> <p>(B) analyze and apply the characteristics and structural elements of literary texts such as:</p> <p>(i) theme, characters, and plot;</p> <p>(ii) poetic forms, stanzas, line breaks, and sound devices; and</p> <p>(iii) stage directions and cast;</p> <p>(C) analyze and apply characteristics and structural elements of informational texts such as:</p> <p>(i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing;</p> <p>(ii) text features; and</p> <p>(iii) organizational patterns;</p> <p>(D) analyze and apply characteristics and structural elements of argumentative texts such as:</p> <p>(i) clear arguable thesis, appeals, and convincing closing; and</p> <p>(ii) counter arguments, concessions, and call to action;</p> <p>(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and</p> | <p>(A) recognize how forms and structures are the same and different within and across genres;</p> <p>(B) analyze and apply the characteristics and structural elements of literary texts such as:</p> <p>(i) theme, characters, and plot;</p> <p>(ii) poetic forms, stanzas, line breaks, sound devices, and meter; and</p> <p>(iii) monologue, aside, soliloquy;</p> <p>(C) analyze and apply characteristics and structural elements of informational texts such as:</p> <p>(i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;</p> <p>(ii) text features; and</p> <p>(iii) organizational patterns;</p> <p>(D) analyze and apply characteristics and structural elements of argumentative texts such as:</p> <p>(i) clear arguable thesis, appeals, and convincing closing; and</p> <p>(ii) counter arguments, concessions, call to action, and opposing viewpoints;</p> <p>(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and</p> | <p>(A) recognize how forms and structures are the same and different within and across genres;</p> <p>(B) analyze and apply the characteristics and structural elements of literary texts such as:</p> <p>(i) theme, characters, and plot;</p> <p>(ii) poetic forms, stanzas, line breaks, sound devices, and meter; and</p> <p>(iii) monologue, aside, soliloquy;</p> <p>(C) analyze and apply characteristics and structural elements of informational texts such as:</p> <p>(i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;</p> <p>(ii) text features; and</p> <p>(iii) organizational patterns;</p> <p>(D) analyze and apply characteristics and structural elements of argumentative texts such as:</p> <p>(i) clear arguable thesis, appeals, and convincing closing; and</p> <p>(ii) counter arguments, concessions, call to action, and opposing viewpoints;</p> <p>(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and</p> |

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|              | <p>persuade the reader to think or do; and</p> <p>(E) explore the characteristics of multimodal texts for a variety of purposes.</p> | <p>support the main ideas;</p> <p>(D) recognize characteristics of persuasive text, including what the author is trying to persuade the reader to think or do; and</p> <p>(E) recognize the characteristics of multimodal texts for a variety of purposes.</p> | <p>(ii) identify how different organizational structures including cause and effect, and problem and solution support the main ideas;</p> <p>(D) recognize characteristics and structures of persuasive text by:</p> <p>(i) identifying what the author is trying to persuade the reader to think or do;</p> <p>(ii) identifying the thesis and facts or opinions that support the thesis; and</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</p> | <p>understanding of text; and</p> <p>(ii) identify how different organizational structures including cause and effect, compare and contrast, problem and solution, and chronological order support the main ideas;</p> <p>(D) recognize characteristics and structures of persuasive text, including:</p> <p>(i) identifying and analyzing what the author is trying to persuade the reader to think or do; and</p> <p>(ii) identifying the thesis and facts or opinions that support the thesis; and</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</p> | <p>including acts, scenes, stage directions, and scripted dialogue;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) using features, including insets, timelines, and sidebars, to gain understanding of text; and</p> <p>(ii) explain how different organizational structures including cause and effect, compare and contrast, problem and solution, and chronological order support the main ideas;</p> <p>(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</p> <p>(E) interpret and construct multimodal texts and digital literacies for a variety of purposes.</p> | <p>(C) recognize characteristics and structures of informational text including:</p> <p>(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</p> <p>(ii) explaining how different organizational structures such as cause and effect proposition-and-support, and problem-and-solution support the main ideas;</p> <p>(D) recognize characteristics and structures of persuasive text including:</p> <p>(i) identifying the claim the author presents in the thesis; and</p> <p>(ii) explaining how the author uses relevant evidence and consideration of alternatives to support the argument; and</p> <p>(E) analyze and construct multimodal texts and digital literacies for a variety of purposes.</p> | <p>(i) identifying the controlling idea or thesis;</p> <p>(ii) explaining how text is designed to organize and convey ideas; and</p> <p>(iii) analyzing how multiple organizational structures develop the main ideas and the author's viewpoint;</p> <p>(D) recognize characteristics and structures of argumentative text including:</p> <p>(i) identifying the claim the author presents in the thesis; and</p> <p>(ii) analyze the evidence presented and explain how the author anticipates and answers readers' concerns; and</p> <p>(E) analyze and construct multimodal texts and digital literacies for a variety of purposes.</p> | <p>(i) identifying the controlling idea or thesis;</p> <p>(ii) explaining how text is designed to organize and convey ideas; and</p> <p>(iii) analyzing the author's use of multiple structures to organize information coherently;</p> <p>(D) recognize characteristics and structures of argumentative text including:</p> <p>(i) analyzing the argument by identifying the claim the author presents in the thesis; and</p> <p>(ii) explaining how the author anticipates and answers readers' counter-arguments; and</p> <p>(E) analyze and construct multimodal texts and digital literacies for a variety of purposes.</p> | <p>(F) analyze how the historical period, cultural contexts, and current events influence texts.</p> | <p>(F) analyze how the historical period, cultural contexts, and current events influence texts.</p> | <p>(F) analyze how the historical period, cultural contexts, and current events influence texts.</p> | <p>(F) analyze how the historical period, cultural contexts, and current events influence texts.</p> |