

(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	ELLA, Grade 7	ELLA, Grade 8	ESOL I	ESOL II
<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 and structures 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) identify 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) using features, including titles and simple graphics, to gain information; and</p> <p>(ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns with adult assistance; and</p> <p>(D) recognize characteristics and structures of text including what the author is trying to persuade the reader to think or do with adult assistance.</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 and structures 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 feelings and actions;</p> <p>(iv) identifying the basic theme; and</p> <p>(v) identify 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) using features, and simple graphics to locate or gain information; and</p> <p>(ii) discuss how different organizational structures such as description, temporal sequence, and categorical support the main ideas;</p> <p>(D) recognize characteristics and structures of persuasive text including what the author is trying to persuade the reader to think or do with adult assistance; and</p> <p>(E) explore the characteristics of</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 and structures 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 feeling and actions change;</p> <p>(iv) identifying the basic theme ; and</p> <p>(v) identify and explain 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) using features and graphics to and gain information; and</p> <p>(ii) discuss how different organizational structures such as temporal sequence, categorical, and questions/answers support the main ideas;</p> <p>(D) recognize characteristics and structures of persuasive text including what the author is trying to persuade the reader to think or do; and</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including, realistic fiction, traditional folktales, biographies, personal narrative, informational text, and poetry;</p> <p>(B) recognize characteristics and structures of literary texts, including:</p> <p>(i) understanding how one event builds on another, how the problem is solved and multiple events and characters in the plot;</p> <p>(ii) understanding the relationship of the setting to the plot;</p> <p>(iii) explaining the relationship among the characters;</p> <p>(iv) identifying basic themes with textual evidence; and</p> <p>(v) understanding and identifying elements of poetry, including rhyme, rhythm, repetition, alliteration and layout found in free verse, narrative, lyrical, and concrete forms;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) how different organizational structures such as description, temporal sequence, categorical, cause and effect, compare and</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including historical fiction, legends, biographies, personal narrative, 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, including flashback as a way to develop plot;</p> <p>(ii) explaining the significance of the setting 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 with textual evidence; and</p> <p>(v) understanding and identifying elements of poetry, including stanzas and line breaks found in free verse, narrative, lyrical, and concrete forms;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features, including pronunciation guides and diagrams, to locate, explain, or use information and gain understanding of text; and</p> <p>(ii) how different organizational structures</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres, including myths, biographies, autobiographies, 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 of the plot, including 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 the elements of a play, including acts, scenes, stage directions, and scripted dialogue; and</p> <p>(vi) understanding and identifying elements of poetry, including internal rhyme, onomatopoeia, and rhyme scheme found in various forms of poetry;</p> <p>(C) recognize characteristics and structures of informational text, including:</p> <p>(i) features, including introduction, foreword, or preface, references, or</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 in 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 texts;</p> <p>(v) describing how a playwright uses acts, scenes, stage directions, and scripted dialogue to develop dramatic action; and</p> <p>(vi) analyzing the importance of visual elements such as capital letters, line length, and word position in various forms of poetry;</p> <p>(C) recognize characteristics and structures of informational text including:</p> <p>(i) features such as</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 identify elements of poetry including stanzas and line breaks; 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>(i) identifying the controlling idea or thesis;</p> <p>(ii) explaining how text is designed to organize and convey ideas;</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 identify elements of poetry, including rhyme, repetition, alliteration and onomatopoeia; 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>(i) identifying the controlling idea or thesis;</p> <p>(ii) explaining how text is designed to organize and convey ideas;</p>	<p>(A) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, and drama;</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;</p> <p>(iii) stage directions and cast;</p> <p>(iv) analyze and summarize the relationship between of nonlinear plot development including the use of foreshadowing and flashback to advance the plot;</p> <p>(v) explain the influences of settings in character and plot development in works with one or more subplots;</p> <p>(vi) analyze the development of plot through the internal and internal responses of characters including their relationships and conflicts;</p> <p>(vii) interpret complex themes in which there are multiple perspectives; and</p> <p>(viii) analyze how a playwright develops plot through the use of dialogue and stage directions;</p> <p>(C) recognize characteristics and</p>	<p>(A) recognize how forms and structures are the same and different within and across genres such as historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, and drama;</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;</p> <p>(iii) stage directions and cast;</p> <p>(iv) analyzing and summarizing the relationship between of nonlinear plot development including the use of foreshadowing and flashback to advance the plot;</p> <p>(v) explaining the influences of settings in character and plot development in works with one or more subplots;</p> <p>(vi) analyze the development of plot through the internal and external responses of characters including their relationships and conflicts;</p> <p>(vii) interpret complex themes in which there are multiple perspectives; and</p> <p>(viii) analyzing how a playwright develops plot through the use of dialogue and stage directions;</p> <p>(C) recognize characteristics and</p>

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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 (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.	acknowledgements to gain background information and understand the author's perspective on the topic; and (ii) how different organizational structures such as description, cause and effect, compare and contrast, sequential order, chronological order, proposition-and-support, and problem-and-solution, support the main ideas; (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 (E) analyze 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 develop 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 argumentative text including: (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.	(iii) analyzing the author's use of multiple structures such as description, temporal sequence, categorical, cause and effect, compare and contrast, and problem and solution to organize information coherently; and (iv) using 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 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.	structures of informational text including: (i) identify the controlling idea and thesis; (ii) identify how different organizational structures such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution support the main ideas; and (iii) using features, including chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text; (D) analyze and apply characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing; (ii) text features; and (iii) organizational patterns; (E) analyze and apply characteristics and structural elements of argumentative texts such as: (i) clear arguable thesis, appeals, convincing 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 how the historical period, cultural contexts, and current events influence texts.	structures of informational text including: (i) using features, including chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text; and (ii) identify how different organizational structures such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution support the main ideas; (D) analyze and apply characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing; (ii) text features; and (iii) organizational patterns; (E) analyze and apply characteristics and structural elements of argumentative texts such as: (i) clear arguable thesis, appeals, convincing 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.