(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 ESOL I ESOL II

- (A) recognize characteristics and structures of literary text including:
- (i) identifying the main events, problem, and solution in the plot for texts read aloud;
- (ii) identifying the setting of a story, including where and when the story takes place;
- (iii) identifying and describing the main character(s); and
- (iv) identifying the basic theme such as people need a place to belong;
- (B) recognize characteristics and structures of informational text including:
- (i) using features, including titles and photographs, to locate, explain, or use information; and
- (ii) discussing the ways information is grouped in a text such as sequence, description, and repeated patterns;
- (C) recognize characteristics and structures of persuasive or argumentative text including:
- (i) discussing what the author is trying to persuade the reader to think or do;
- (D) explore the characteristics of multimodal texts for a variety of purposes;
- (E) identify the rhyme, rhythm, repetition and meaning in nursery rhymes and familiar and traditional poems; and
- (F) recognize how forms and structures are the same and different within and across genres including fiction,

English language arts and reading

Kindergarten Gra Grade 1
including fiction versus nonfiction, ESOL I Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 ESOL II nonfiction, traditional,

and poetry.

traditional, informational text, persuasive text, procedural text, and

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