

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>EX (8) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. [Literary elements] The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. The student is expected to:</p>												
<p>TO (4) Multiple Genres: Listening, Speaking, Reading, Writing, and Thinking using Multiple Texts. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts from American, British, and world authors. The student is expected to:</p>												
<p>TO (A) develop an understanding of how forms and structures are the same and different within and across genres;</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres;</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres;</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres;</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres;</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres;</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres;</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres;</p>	<p>(A) develop an understanding of how forms and structures are the same and different within and across genres;</p>	<p>(A) recognize how forms and structures are the same and different within and across genres;</p>	<p>(A) recognize how forms and structures are the same and different within and across genres;</p>	<p>(A) recognize how forms and structures are the same and different within and across genres;</p>	<p>(A) recognize how forms and structures are the same and different within and across genres;</p>
<p>EX (A) demonstrate knowledge of well known children's literature, including folktales, fables, fairy tales, and nursery rhymes;</p>	<p>(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p>	<p>(A) demonstrate knowledge of well known children's literature such as folktales, fables, and fairy tales;</p>	<p>(A) demonstrate knowledge of well known children's literature such as folktales, fables, fairy tales, legends and myths;</p>	<p>(A) demonstrate knowledge of well known children's literature such as folktales, fables, legends, myths, and tall tales;</p>	<p>(A) demonstrate knowledge of well known children's literature such as folktales, fables, legends, myths, and tall tales;</p>	<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;</p>	<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, and science fiction;</p>	<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;</p>	<p>(A) demonstrate knowledge of American, British, and world literature across literary periods;</p>	<p>(A) demonstrate knowledge of American, British, and world literature across literary periods;</p>	<p>(A) demonstrate knowledge of American, British, and world literature across literary periods;</p>	<p>(A) demonstrate knowledge of American, British, and world literature across literary periods;</p>
<p>TO (B) recognize characteristics of stories, poetry, and dramatic types of literary texts;</p>	<p>(B) recognize characteristics of stories, poetry, and dramatic types of literary texts;</p>	<p>(B) recognize characteristics of stories, poetry, and dramatic types of literary texts;</p>	<p>(B) recognize characteristics of stories, poetry, and dramatic types of literary texts;</p>	<p>(B) recognize characteristics of stories, poetry, and dramatic types of literary texts;</p>	<p>(B) recognize characteristics of stories, poetry, and dramatic types of literary texts;</p>	<p>(B) analyze and apply characteristics and structural elements within the context of historical and cultural influences in stories, poetry, and dramatic types of literary texts;</p>	<p>(B) analyze and apply characteristics and structural elements within the context of historical and cultural influences in stories, poetry, and dramatic types of literary texts;</p>	<p>(B) analyze and apply characteristics and structural elements within the context of historical and cultural influences in stories, poetry, and dramatic types of literary texts;</p>	<p>(B) analyze and apply characteristics and structural elements within the context of historical periods, cultural influences, and current events in stories, poetry, and dramatic types of literary texts;</p>	<p>(B) analyze and apply characteristics and structural elements within the context of historical periods, cultural influences, and current events in stories, poetry, and dramatic types of literary texts;</p>	<p>(B) analyze and apply characteristics and structural elements within the context of historical periods, cultural influences, and current events in stories, poetry, and dramatic types of literary texts;</p>	<p>(B) analyze and apply characteristics and structural elements within the context of historical periods, cultural influences, and current events in stories, poetry, and dramatic types of literary texts;</p>

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English Language Arts and Reading

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
EX (A) identify the basic theme with adult assistance; and	(A) identify the basic theme;	(A) identify the basic theme;	(A) identify basic themes with textual evidence;	(A) identify and infer basic themes supported by text evidence;	(A) explain multiple themes and ideas not explicitly stated in a text;	(A) infer the implicit theme of a work distinguishing theme from topic;	(A) infer multiple themes and ideas within and across texts;	(A) analyze relationships among thematic development, characterization, point of view, setting, and plot in a variety of literary texts;	(A) analyze relationships among thematic development, characterization, point of view, setting, and plot in a variety of literary texts;	(A) compare and contrast differences in similar themes expressed across a variety of works;	(A) analyze the way in which the theme represents a view or comment on the human condition;	(A) compare and contrast works of literature that express a universal theme;
TO (iv) discuss topics and determine theme using text evidence with adult assistance;	(iv) discuss topics and determine how themes are developed using text evidence with adult assistance;	(iv) discuss topics and infer basic themes using text evidence;	(iv) discuss how ideas are developed or repeated to derive basic themes using text evidence; and	(iv)	(iv) infer themes within and across texts using text evidence;	(iv) infer multiple themes within and across texts using text evidence;	(iv) using text evidence;	(iv) analyze how themes are developed through characters, events, and images using text evidence;	(iv) analyze how different authors present similar themes across texts using text evidence;	(iv) analyze relationships in ways authors convey themes across texts using text evidence;	(iv) analyze themes representing different cultures across texts using text evidence;	(iv) analyze themes reflective of different cultures and issues using text evidence;
EX (B) identify and describe the main character(s);	(B) describe the main character(s) and the reasons for their actions;	(B) describe the main character(s) and how their feelings and actions change;	(B) explain the relationship among the major and minor characters;	(B) explain the interactions of the characters and the changes they undergo;	(B) analyze the relationships of and conflicts among the characters;	(B) analyze the relationships of and conflicts among static and dynamic characters;	(B) analyze how the internal and external responses of characters develop the plot;	(B) analyze how the major characters' qualities influence the resolution of the conflict and the theme;	(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;
TO (ii)	(ii)	(ii) describe internal and external traits, feelings, and motivations of characters;	(ii)	(ii)	(ii)	(ii)	(ii) analyze how major characters' qualities influence events and resolution of the conflict;	(ii) analyze how underlying motivations and behaviors of characters influence events and resolution of the conflict;	(ii)	(ii) analyze how authors develop complex yet believable characters across texts;	(ii) analyze how authors use events of historical and cultural periods to shape characters;	(ii) analyze how events of historical and cultural periods to shape characters across texts;
EX (C) identify the elements of plot	(C) identify and understand plot elements	(C) identify and understand plot elements	(C) identify and understand plot elements	(C) identify and understand plot elements	(C) analyze plot elements including rising action,	(C) analyze plot elements including rising action,	(C) analyze plot elements including the use of	(C) analyze texts with one or more	(C) analyze non-linear plot development such as	(C) analyze isolated scenes and their contribution to	(C) analyze how complex plot structures such as	(C) analyze how complex plot structures such as

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English Language Arts and Reading

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
development including the main events, the problem, and the resolution for texts read aloud; and	including the main events, the problem, and the resolution for texts read aloud and independently; and	including the main events, the problem, and the resolution for texts read aloud and independently; and	including the sequence of events, the problem and the resolution; and	including the rising action, climax, falling action, and resolution; and	climax, falling action, and resolution; and	climax, falling action, resolution, and non-linear elements such as flashback; and	foreshadowing to advance the plot; and	subplot; and	flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	the success of the plot as a whole; and	subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction; and	subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction; and
TO (iii) describe main events, problems, and resolution in the plot	(iii) describe	(iii) describe	(iii) analyze	(iii) analyze	(iii)	(iii)	(iii)	(iii) analyze linear and nonlinear plots such as subplots in plot development;	(iii) analyze how nonlinear plots such as parallel plots compare to suspense function to advance plot development;	(iii) analyze how nonlinear plot structures such as suspense function to advance plot development;	(iii) analyze how authors use structures and devices to advance plot development;	(iii) analyze how authors use structures and devices to advance plot development;
EX (D) identify the setting.	(D) describe the setting.	(D) describe the importance of the setting.	(D) explain the influence of the setting on the plot.	(D) explain the influence of the setting, including historical and cultural settings, on the plot.	(D) analyze the influence of the setting, including historical and cultural settings, on the plot.	(D) compare and contrast historical and cultural settings across texts.	(D) explain how the setting influences the values and beliefs of characters.	(D) analyze how the setting influences the theme.	(D) describe the impact of the setting on both character development and plot structure.	(D) analyze the impact of the setting on both character development and plot structure.	(D) analyze how setting reflects historical, social and economic context.	(D) evaluate the impact of setting(s) and how setting reflects historical, social and economic aspects of a story.
TO (i) describe;	(i)	(i) multiple settings;	(i) multiple settings on the plot;	(i) such as historical and cultural settings, on the plot;	(i) analyze influence of setting, such as historical and cultural settings, on the plot;	(i) explain how setting influences character and plot development;	(i) explain how setting influences character and plot development;	(i) analyze how setting influences character and plot development;	(i) analyze	(i)	(i)	(i)
EX (B) identify rhyme and rhythm in nursery rhymes and familiar and traditional poems;	(B) identify rhyme, rhythm, and repetition in a variety of poems;	(B) identify rhyme, rhythm, and repetition in a variety of poems;	(B) identify sound effects such as alliteration, onomatopoeia, and rhyme scheme;	(B) identify figurative language such as simile, metaphor, and personification that the poet uses to create images;	(B) identify sound effects such as alliteration, onomatopoeia, and rhyme scheme and figurative language such as simile, metaphor, and personification;	(B) distinguish between the poet and the speaker in the poem;	(B) identify structural elements rhyme scheme, meter, stanzas, and line breaks;	(B) compare and contrast different poetic forms such as epic poetry, lyric poetry, and humorous poetry;	(B) analyze the structure or prosody such as meter and rhyme scheme and graphic elements such as line length, punctuation, and word position in poetry;	(B) analyze the effects of metrics, rhyme schemes such as end, internal, slant, and eye, and other conventions in poetry;	(B) analyze the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods;	(B) analyze relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts;

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English Language Arts and Reading

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
TO (v) discuss	(v) discuss	(v) discuss visual and sound patterns such as stanzas; and	(v) explain line breaks, and sound devices such as alliteration, onomatopoeia, and rhyme scheme; and	(v) explain	(v) explain elements such as sound devices, figurative language, and distinguish between poet and speaker; and	(v) analyze elements such as meter and analyze the importance of visual elements; and	(v) analyze function of structure, such as white spaces, and language, such as extended metaphor and idioms; and	(v) analyze function of diction such as word choice, mood, and tone; and	(v) analyze function of graphic and sound elements; and	(v) analyze function of stylistic devices and language poets use; and	(v) analyze ways poets reflect history and culture; and	(v) analyze key poets and trends in current and historical eras; and
EX (C) participate in and identify main characters in a play;	(C) identify the elements of a play such as characters and setting;	(C) identify the elements of a play such as characters, dialogue, and setting;	(C) identify the elements of a play such as characters, dialogue, setting, and acts;	(C) identify the elements of a play such as characters, dialogue, setting, acts, and scenes;	(C) identify the elements of a play such as characters, dialogue, setting, acts, and scenes;	(C) identify the elements of a play, including acts, scenes, stage directions, and scripted dialogue;	(C) describe how playwright(s) develop characters through the dialogue and staging of their plays;	(C) describe how playwright(s) develop dramatic action through the use of acts and scenes;	(C) describe how a playwright develops dramatic action through the use of dialogue, soliloquies, and stage directions;	(C) identify and explain the function of archetypes and motifs;	(C) explain how the relationships among the dramatic elements advances the plot;	(C) analyze and evaluate how the relationships among the dramatic elements advance the plot;
TO (vi) discuss main characters in drama.	(vi) discuss elements such as characters and setting in drama.	(vi) discuss elements in drama such as dialogue and plot structure.	(vi) explain structure in drama such as character tags, acts, scenes, and stage directions.	(vi) explain how characters such as the protagonist and antagonist in drama are developed.	(vi) explain how characters in drama change.	(vi) analyze how playwrights develop characters through dialogue and staging.	(vi) analyze how playwrights develop dramatic action in drama.	(Bvi) analyze function of historical and cultural settings in drama.	(vi) analyze function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.	(vi) analyze the function of archetypes and motifs in drama.	(vi) analyze ways playwrights reflect history and culture in drama.	(vi) analyze key playwrights and trends in current and historical eras.
EX (D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) recognize characteristics and structures of informational text, including:	(D) describe characteristics and structural elements of informational texts such as:	(D) analyze characteristics and structural elements of informational texts such as:	(D) analyze characteristics and structural elements of informational texts such as:	(D) develop criteria to evaluate characteristics and structural elements of informational texts such as:
TO (C) recognize characteristics and structures of literary nonfiction, historical, scientific, and technical types of	(C) recognize characteristics and structures of literary nonfiction, historical, scientific, and technical types of informational texts, such as:	(C) recognize characteristics and structures of literary nonfiction, historical, scientific, and technical types of informational texts, such as:	(C) recognize characteristics and structures of literary nonfiction, historical, scientific, and technical types of informational texts, such as:	(C) recognize characteristics and structures of literary nonfiction, historical, scientific, and technical types of informational texts, such as:	(C) recognize characteristics and structures of literary nonfiction, historical, scientific, and technical types of informational texts, such as:	(C) analyze and apply characteristics and structures of literary nonfiction, historical, scientific, and technical types of	(C) analyze and apply characteristics and structures of literary nonfiction, historical, scientific, and technical types of	(C) analyze and apply characteristics and structures of literary nonfiction, historical, scientific, and technical types of	(C) analyze and apply characteristics and structures of literary nonfiction, historical, scientific, and technical types of	(C) analyze and apply characteristics and structures of literary nonfiction, historical, scientific, and technical types of	(C) analyze and apply characteristics and structures of literary nonfiction, historical, scientific, and technical types of	(C) analyze and apply characteristics and structures of literary nonfiction, historical, scientific, and technical types of

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English Language Arts and Reading

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
informational texts, such as:						informational texts, such as:	informational texts, such as:	informational texts, such as:	informational texts, such as:	informational texts, such as:	informational texts, such as:	informational texts, such as:
EX (i) the central or main idea, with teacher support	(i) the central or main idea, with teacher support	(i) the central or main idea, with teacher support	(i) the central idea	(i) the central idea	(i) the central idea	(i) the controlling idea or thesis;	(i) the controlling idea or thesis;	(i) the controlling idea or thesis;	(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	(i) clear thesis, relevant supporting evidence, pertinent examples, commentary, summary and conclusion; and	(i) clear thesis, relevant supporting evidence, pertinent examples, commentary, summary and conclusion; and
TO (i) thesis with supporting evidence with adult assistance;	(i) thesis with supporting evidence with adult assistance;	(i) thesis with supporting evidence with adult assistance;	(i) thesis with supporting evidence;	(i) thesis with supporting evidence;	(i) thesis with supporting evidence;	(i) thesis with relevant supporting evidence;	(i) thesis with relevant supporting evidence;	(i) thesis with relevant supporting evidence;				
EX (ii) titles and simple graphics to gain information; and	(ii) features and simple graphics to locate or gain information; and	(ii) features and graphics to locate and gain information; and	(ii) features such as sections, tables, graphs, bullets, numbers, bold and italicized font to support understanding of the text; and	(ii) features such as pronunciation guides and diagrams to support understanding of the text; and	(ii) features such as insets, timelines, and sidebars to support understanding of text; and	(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information of the text; and	(ii) graphic and text features;	(ii) footnotes, endnotes, and citations; and				
TO							(ii) such as references or acknowledgements; and	(ii) features such as;	(ii) features; and	(ii) features; and	(ii) features; and	(ii) features; and
EX (iii) the steps in a sequence, with adult assistance; and	(iii) temporal sequence and description; and	(iii) chronological order and cause and effect stated explicitly; and	(iii) cause and effect and problem and solution; and	(iii) compare and contrast; and	(iii) logical order and order of importance; and	(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	(iii) organizational patterns that support multiple topics, categories, and subcategories; and	(iii) multiple organizational patterns within a text to develop the thesis; and	(ii) multiple organizational patterns within a text to develop the thesis; and	(ii) the relationship between organizational design and thesis; and	(ii) the relationship between organizational design and thesis; and	(ii) the relationship between organizational design and author's purpose; and
TO	(iii) with adult assistance.								(iii)	(iii)	(iii)	(iii)
EX							(ii) explaining how text is designed to organize and	(ii) explaining how text is designed to organize and	(iii) organizational patterns;	(iii) organizational patterns;	(iii) organizational patterns;	(iii) organizational patterns;

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English Language Arts and Reading

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
							convey ideas; and	convey ideas; and				
EX (E) recognize characteristics of persuasive text, with adult assistance and state what the author is trying to persuade the reader to think or do.	(E) recognize characteristics of persuasive text, with adult assistance and state what the author is trying to persuade the reader to think or do.	(E) recognize characteristics of persuasive text, including what the author is trying to persuade the reader to think or do.	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) recognize characteristics and structures of argumentative text by:	(E) describe characteristics and structural elements of argumentative texts such as:	(E) analyze characteristics and structural elements of argumentative texts such as:	(E) analyze characteristics and structural elements of argumentative texts such as:	(E) develop criteria to evaluate characteristics and structural elements of argumentative texts such as:
TO (D) recognize characteristics of opinion pieces, speeches, and essay types of persuasive texts with adult assistance, such as	(D) recognize characteristics of opinion pieces, speeches, and essay types of persuasive texts with adult assistance, such as	(D) recognize characteristics of opinion pieces, speeches, and essay types of persuasive texts, such as	(D) recognize characteristics of opinion pieces, speeches, and essay types of argumentative texts, such as	(D) recognize characteristics of opinion pieces, speeches, and essay types of argumentative texts, such as	(D) recognize characteristics of opinion pieces, speeches, and essay types of argumentative texts, such as	(D) analyze and apply characteristics and structures of opinion pieces, speeches, and essay types of argumentative texts, such as	(D) analyze and apply characteristics and structures of opinion pieces, speeches, and essay types of argumentative texts, such as	(D) analyze and apply characteristics and structures of opinion pieces, speeches, and essay types of argumentative texts, such as	(D) analyze and apply characteristics and structural elements of opinion pieces, speeches, and essay types of argumentative texts, such as	(D) analyze and apply characteristics and structural elements of opinion pieces, speeches, and essay types of argumentative texts, such as	(D) analyze and apply characteristics and structural elements of opinion pieces, speeches, and essay types of argumentative texts, such as	(D) analyze and apply characteristics and structural elements of opinion pieces, speeches, and essay types of argumentative texts, such as
EX			(i) identifying the claim;	(i) identifying the claim	(i) identifying the claim and analyzing the argument;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) clear arguable claim, appeals, and convincing conclusion;	(i) clear arguable thesis, appeals, structure of the argument, and convincing conclusion;	(i) clear arguable thesis, appeals, structure of the argument, and convincing conclusion;			
TO (i) state what the author is trying to persuade the reader to think or do; and	(i) state what the author is trying to persuade the reader to think or do; and	(i) state what the author is trying to persuade the reader to think or do; and							(i) a	(i) a	(i) a	(i) a
EX			(ii) distinguishing facts from opinion; and	(ii) explaining how the author has used facts for an argument; and	(ii) explaining how the author has used facts for or against an argument; and	(ii) explaining how the author uses various types of evidence to support the argument; and	(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and	(ii) identifying and explaining the counter-argument; and	(ii) counter arguments, types of evidence, concessions, and call to action; and	(ii) counter arguments, types of evidence, concessions, and call to action; and	(ii) counter arguments, concessions, and call to action; and	(ii) counter arguments, concessions, and call to action; and

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English Language Arts and Reading

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TO (ii) distinguishing facts from opinion with adult assistance.	(ii) distinguishing facts from opinion with adult assistance.	(ii) distinguishing facts from opinion with adult assistance.			(ii) uses various types of evidence; and							
EX			(iii) identifying the intended audience or reader	(iii) identifying the intended audience or reader.	(iii) identifying the intended audience or reader.	(iii) identifying the intended audience or reader.	(iii) identifying the intended audience or reader.	(iii) identifying the intended audience or reader.	(iii) identifiable audience or reader.	(iii) identifiable audience or reader.	(iii) identifiable audience or reader.	(iii) identifiable audience or reader.
TO												
TO (E) explore characteristics of multimodal and digital texts for literary, informational, and persuasive purposes.	(E) explore characteristics of multimodal and digital texts for literary, informational, and persuasive purposes.	(E) recognize characteristics of multimodal and digital texts for literary, informational, and persuasive purposes.	(E) interpret characteristics of multimodal and digital texts for literary, informational, and argumentative purposes.	(E) interpret characteristics of multimodal and digital texts for literary, informational, and argumentative purposes.	(E) interpret characteristics of multimodal and digital texts for literary, informational, and argumentative purposes.	(E) analyze characteristics of multimodal and digital texts for literary, informational, and argumentative purposes.	(E) analyze characteristics of multimodal and digital texts for literary, informational, and argumentative purposes.	(E) analyze characteristics of multimodal and digital texts for literary, informational, and argumentative purposes.	(E) evaluate characteristics of multimodal and digital texts for literary, informational, and argumentative purposes.	(E) evaluate characteristics of multimodal and digital texts for literary, informational, and argumentative purposes.	(E) evaluate characteristics of multimodal and digital texts for literary, informational, and argumentative purposes.	(E) evaluate characteristics of multimodal and digital texts for literary, informational, and argumentative purposes.