

Shared Reading

Tools to Know ③

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.4 Fluency. The student reads grade-level text with fluency and comprehension.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

3.6 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Reading Process: Thinking Within the Text						Comprehension: Thinking with the Text				
3.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	3.6(A) establish purpose for reading assigned and self-selected texts	3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R)	3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	3.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S)	3.6(D) create mental images to deepen understanding	3.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	3.6(E) make connections to personal experiences, ideas in other texts, and society (R)	3.6(F) make inferences and use evidence to support understanding (R)	3.6(G) evaluate details read to determine key ideas (R)	3.6(H) synthesize information to create new understanding (R)

Ways to Show: Thinking About the Meaning

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

3.8 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

3.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

3.10 Author's purpose.

Application	Instructional Focus	Fiction ③	Informational ③
3.8/3.9/3.10 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; explain the relationships among literary elements and structures	Genre Characteristics	3.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths (S)	3.9(D) recognize characteristics and structures of informational text, including: (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding (S)
	Overall Meaning	3.10(A) explain the author's purpose and message within a text (R) 3.8(A) infer the theme of a work, distinguishing theme from topic (S)	3.10(A) explain the author's purpose and message within a text (R) 3.9(D) (i) [recognize] the central idea with supporting evidence (R)
	Analysis for Deeper Meaning	3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution (R)	3.9(D) (iii) [recognize] organizational patterns such as cause and effect and problem and solution (S)
		3.8(B) explain the relationships among the major and minor characters (R) 3.8(D) explain the influence of the setting on the plot (S)	

Author's Craft: Thinking About the Writing

3.10 Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction	Informational
3.10 analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	Point of View	3.10(E) identify the use of literary devices, including first- or third-person point of view (S)	
	Structure	3.10(B) explain how the use of text structure contributes to the author's purpose (S) 3.10(C) explain the author's use of print and graphic features to achieve specific purposes (S)	3.10(B) explain how the use of text structure contributes to the author's purpose (S) 3.10(C) explain the author's use of print and graphic features to achieve specific purposes (S)
		Language	3.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes (S) 3.10(F) discuss how the author's use of language contributes to voice (S) 3.10(G) identify and explain the use of hyperbole (S)

Responding to Text (applied to both Reading and Writing)						
3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.						
Ways to Show (Response Skills)						
3.7(A) describe personal connections to a variety of sources, including self-selected texts	3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text (R)	3.7(C) use text evidence to support an appropriate response (R)	3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order (S)	3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	3.7(F) respond using newly acquired vocabulary as appropriate	3.7(G) discuss specific ideas in the text that are important to the meaning

Writing	
Composition: listening, speaking, reading, writing, and thinking using multiple texts	
3.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
3.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	
Application	Tools to Know (Writing Process) ⓘ
3.12(A) compose literary texts , including personal narratives and poetry, using genre characteristics and craft	3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
	3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (R) (ii) developing an engaging idea with relevant details (R)
3.12(B) compose informational texts , including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft (R)	3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (R)
	3.11(D) edit drafts using standard English conventions, including: (S) (i) complete simple and compound sentences with subject-verb agreement (R) (ii) past, present, and future verb tense (R) (iii) singular, plural, common, and proper nouns (S) (iv) adjectives, including their comparative and superlative forms (S) (v) adverbs that convey time and adverbs that convey manner (S) (vi) prepositions and prepositional phrases (S) (vii) pronouns, including subjective, objective, and possessive cases (S) (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (S) (ix) capitalization of official titles of people, holidays, and geographical names and places (S) (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (S) (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words (R)
3.12(C) compose argumentative texts , including opinion essays, using genre characteristics and craft (R)	
3.12(D) compose correspondence such as thank you notes or letters	
	3.11(E) publish written work for appropriate audiences
	3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words

Note: The Review Snapshot is condensed to prioritize instruction during Rockin' Review. Visit lead4ward.com/resources to access a comprehensive Reading/Writing Snapshot that includes all instructional components and student expectations.