

Core Reading										
Tools to Know ②										
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking										
6.2 Vocabulary. The student uses newly acquired vocabulary expressively.										
6.3 Fluency. The student reads grade-level text with fluency and comprehension.										
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts										
6.5 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				
6.3(A) adjust fluency when reading grade-level text based on the reading purpose	6.5(A) establish purpose for reading assigned and self-selected texts	6.2(B) use context such as definition, analogy, and examples to clarify the meaning of words (R)	6.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information	6.5(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S) [Literary]	6.5(D) create mental images to deepen understanding	6.5(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	6.5(E) make connections to personal experiences, ideas in other texts, and society (R)	6.5(F) make inferences and use evidence to support understanding (R)	6.5(G) evaluate details read to determine key ideas (R)	6.5(H) synthesize information to create new understanding (R) [Informational]
Ways to Show: Thinking About the Meaning										
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts										
6.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.										
6.8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.										
6.9 Author's purpose.										
Application	Instructional Focus	Fiction ②				Informational ②				
6.7/6.8/6.9 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning	Genre Characteristics	6.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths (S)				6.8(D) analyze characteristics and structural elements of informational text, including: (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information (S)				
	Overall Meaning	6.9(A) explain the author's purpose and message within a text (R)				6.9(A) explain the author's purpose and message within a text (R)				
	Analysis for Deeper Meaning	6.7(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback (R)				6.8(D) (i) [analyze] the controlling idea or thesis with supporting evidence (R)				
		6.7(B) analyze how the characters' internal and external responses develop the plot (R)				6.8(D) (iii) [analyze] organizational patterns such as definition, classification, advantage, and disadvantage (S)				
		6.7(D) analyze how the setting, including historical and cultural settings, influences character and plot development (S)								
Author's Craft: Thinking About the Writing										
6.9 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				
6.9 analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	Point of View	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose (S)								
	Structure	6.9(B) analyze how the use of text structure contributes to the author's purpose (S)				6.9(B) analyze how the use of text structure contributes to the author's purpose (S)				
		6.9(C) analyze the author's use of print and graphic features to achieve specific purposes (S)				6.9(C) analyze the author's use of print and graphic features to achieve specific purposes (S)				
Language	Language	6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (S)				6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (S)				
		6.9(F) analyze how the author's use of language contributes to mood and voice (S)				6.9(F) analyze how the author's use of language contributes to mood and voice (S)				
						6.9(G) explain the differences between rhetorical devices and logical fallacies (S)				

Responding to Text (applied to both Reading and Writing)								
6.6 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)								
6.6(A) describe personal connections to a variety of sources, including self-selected texts	6.6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres (R)	6.6(C) use text evidence to support an appropriate response (R)	6.6(D) paraphrase and summarize texts in ways that maintain meaning and logical order (R)	6.6(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	6.6(F) respond using newly acquired vocabulary as appropriate	6.6(G) discuss and write about the explicit or implicit meanings of text	6.6(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	6.6(I) reflect on and adjust responses as new evidence is presented

Writing	
Composition: listening, speaking, reading, writing, and thinking using multiple texts	
6.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
6.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	
Application	Tools to Know (Writing Process) ⓘ
6.11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	6.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
6.11(B) compose informational texts , including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft (R)	6.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (R) (ii) developing an engaging idea reflecting depth of thought with specific facts and details (R)
	6.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety (R)
6.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft (R)	6.10(D) edit drafts using standard English conventions, including: (S) (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (R) (ii) consistent, appropriate use of verb tenses (R) (iii) conjunctive adverbs (S) (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (S) (v) pronouns, including relative (S) (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (S) (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (S) (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (S) (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too (R)
6.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure (S)	6.10(E) publish written work for appropriate audiences

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.