Core Reading

Tools to Know ⊗

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
E1.2   Vocabulary. The student uses newly acquired vocabulary expressively.
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
E1.4   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			
E1.4(A) establish purpose for reading assigned and self-selected texts	E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words **(R)**	E1.4(B) generate questions about text before, during, and after reading to deepen understanding and gain information	E1.4(C) make and correct or confirm predictions using text features, characteristics of genre, and structures **(S)** *[Literary]*	E1.4(D) create mental images to deepen understanding	E1.4(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	E1.4(E) make connections to personal experiences, ideas in other texts, and society **(S)**	E1.4(F) make inferences and use evidence to support understanding **(R)**	E1.4(G) evaluate details read to determine key ideas **(R)**	E1.4(H) synthesize information from two texts to create new understanding **(R)**

Ways to Show: Thinking About the Meaning

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts
E1.6   Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
E1.7   Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
E1.8   Author's purpose.

Application	Instructional Focus	Fiction ⊗	Informational ⊗
E1.6/E1.7/E1.8 **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	E1.7(A) read and respond to American, British, and world literature **(S)**	E1.7(D) analyze characteristics and structural elements of informational texts
	Overall Meaning	E1.8(A) analyze the author's purpose, audience, and message within a text **(R)**	E1.8(A) analyze the author's purpose, audience, and message within a text **(R)**
		analyze theme	E1.7(D) (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion **(R)**
	Analysis for Deeper Meaning	E1.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts **(S)**	E1.7(D) (ii) multiple organizational patterns within a text to develop the thesis **(S)**
		E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils **(R)**	
		E1.6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and com-pare it to linear plot development **(R)**	
		E1.6(D) analyze how the setting influences the theme **(S)**	

Author's Craft: Thinking About the Writing

E1.8   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
E1.8 **analyze** *the authors' choices and how they influence meaning;* **apply** *author's craft purposefully in writing and speaking*	Point of View	*first person, third person, omniscient, limited, subjective, objective*	
	Structure	E1.8(B) analyze use of text structure to achieve the author's purpose **(S)**	E1.8(B) analyze use of text structure to achieve the author's purpose **(S)**
		E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes **(S)**	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes **(S)**
	Language	E1.8(D) analyze how the author's use of language achieves specific purposes **(R)**	E1.8(D) analyze how the author's use of language achieves specific purposes **(R)**
		E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes **(S)**	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes **(S)**
		E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text **(R)**	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text **(R)**
			E1.8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments **(S)**

Responding to Text (applied to both Reading and Writing)

E1.5   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)

E1.5(A) describe personal connections to a variety of sources, including self-selected texts	E1.5(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres **(R)**	E1.5(C) use text evidence and original commentary to support a comprehensive response **(R)**	E1.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order **(R)**	E1.5(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	E1.5(F) respond using acquired content and academic vocabulary as appropriate	E1.5(G) discuss and write about the explicit or implicit meanings of text	E1.5(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	E1.5(I) reflect on and adjust responses when valid evidence warrants	E1.5(J) defend or challenge the authors' claims using relevant text evidence

Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts
E1.9   Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
E1.10 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process) ⑧
E1.10(A) compose **literary texts** such as fiction and poetry using genre characteristics and craft	E1.9(A) **plan a piece of writing** appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing
E1.10(B) compose **informational texts** such as explanatory essays, reports, and personal essays using genre characteristics and craft **(R)**	E1.9(B) **develop drafts** into a focused, structured, and coherent piece of writing in timed and open-ended situations by: (i) using an organizing structure appropriate to purpose, audience, topic, and context **(R)** (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary **(R)**
	E1.9(C) **revise drafts** to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses **(R)**
E1.10(C) compose **argumentative texts** using genre characteristics and craft **(R)**	E1.9(D) **edit drafts** using standard English conventions, including: **(S)** (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments **(R)** (ii) consistent, appropriate use of verb tense and active and passive voice **(S)** (iii) pronoun-antecedent agreement **(S)** (iv) correct capitalization **(S)** (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate **(S)** (vi) correct spelling **(S)**
E1.10(D) compose **correspondence** in a professional or friendly structure **(S)**	E1.9(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.