## Core Reading

### Tools to Know ⊗

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
**E2.2    Vocabulary.** The student uses newly acquired vocabulary expressively.
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
**E2.4    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 | | | |
|---|---|---|---|---|---|---|---|---|---|
| E2.4(A) establish purpose for reading assigned and self-selected texts | E2.2(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words **(R)** | E2.4(B) generate questions about text before, during, and after reading to deepen understanding and gain information | E2.4(C) make and correct or confirm predictions using text features, characteristics of genre, and structures **(S)** *[Literary]* | E2.4(D) create mental images to deepen understanding | E2.4(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down | E2.4(E) make connections to personal experiences, ideas in other texts, and society **(S)** | E2.4(F) make inferences and use evidence to support understanding **(R)** | E2.4(G) evaluate details read to determine key ideas **(R)** | E2.4(H) synthesize information from multiple texts to create new understanding **(R)** |

### Ways to Show: Thinking About the Meaning

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts
**E2.6    Literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
**E2.7    Genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
**E2.8    Author's purpose.**

| Application | Instructional Focus | Fiction ⊗ | Informational ⊗ |
|---|---|---|---|
| *E2.6/E2.7/E2.8* **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 | E2.7(A) read and analyze world literature across literary periods **(S)** | E2.7(D) analyze characteristics and structural elements of informational texts |
| | Overall Meaning | E2.8(A) analyze the author's purpose, audience, and message within a text **(R)** | E2.8(A) analyze the author's purpose, audience, and message within a text **(R)** |
| | | *analyze theme* | E2.7(D) (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion **(R)** |
| | Analysis for Deeper Meaning | E2.6(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures **(S)** | E2.7(D) (ii) the relationship between organizational design and thesis **(S)** |
| | | E2.6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events **(R)** | |
| | | E2.6(C) analyze isolated scenes and their contribution to the success of the plot as a whole **(R)** | |
| | | E2.6(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts **(S)** | |

## Author's Craft: Thinking About the Writing

**E2.8    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 |
|---|---|---|---|
| *E2.8* **analyze** *the author's 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* | |
| *E2.7 use genre-specific characteristics, structures, and purposes to* **analyze** *texts* | Structure | E2.8(B) analyze use of text structure to achieve the author's purpose **(S)** | E2.8(B) analyze use of text structure to achieve the author's purpose **(S)** |
| | | E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes **(S)** | E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes **(S)** |
| *E2.8 analyze the authors' choices and how they influence and communicate meaning; apply author's craft purposefully in writing and speaking* | Language | E2.8(D) analyze how the author's use of language informs and shapes the perception of readers **(R)** | E2.8(D) analyze how the author's use of language informs and shapes the perception of readers **(R)** |
| | | E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes **(S)** | E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes **(S)** |
| | | E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text **(R)** | E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text **(R)** |
| | | | E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies **(S)** |

**Responding to Text** (applied to both Reading and Writing)

**E2.5** **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)

| E2.5(A) describe personal connections to a variety of sources, including self-selected texts | E2.5(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres **(R)** | E2.5(C) use text evidence and original commentary to support an interpretive response **(R)** | E2.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order **(R)** | E2.5(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | E2.5(F) respond using acquired content and academic vocabulary as appropriate | E2.5(G) discuss and write about the explicit or implicit meanings of text | E2.5(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice | E2.5(I) reflect on and adjust responses when valid evidence warrants | E2.5(J) defend or challenge the authors' claims using relevant text evidence |
|---|---|---|---|---|---|---|---|---|---|

## Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts
**E2.9** **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
**E2.10** **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

| Application | Tools to Know (Writing Process) ⊗ |
|---|---|
| E2.10(A)  compose **literary texts** such as fiction and poetry using genre characteristics and craft | E2.9(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 |
| E2.10(B)  compose **informational texts** such as explanatory essays, reports, and personal essays using genre characteristics and craft **(R)** | E2.9(B)  **develop drafts** into a focused, structured, and coherent piece of writing in timed and open-ended situations by:<br>(i)  using an organizing structure appropriate to purpose, audience, topic, and context **(R)**<br>(ii)  developing an engaging idea reflecting depth of thought with specific details, examples, and commentary **(R)** |
|  | E2.9(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)** |
| E2.10(C)  compose **argumentative texts** using genre characteristics and craft **(R)** | E2.9(D)  **edit drafts** using standard English conventions, including: **(S)**<br>(i)  a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments **(R)**<br>(ii)  consistent, appropriate use of verb tense and active and passive voice **(S)**<br>(iii)  pronoun-antecedent agreement **(S)**<br>(iv)  correct capitalization **(S)**<br>(v)  punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate **(S)**<br>(vi)  correct spelling **(S)** |
| E2.10(D)  compose **correspondence** in a professional or friendly structure **(S)** | E2.9(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.