**Editorial Reading Analysis Learner Name:**

Title: Author: Date Published:

**Literal comprehension**: What happened? What was the author discussing? What details, facts, research, or arguments did he/she use to inform, persuade, or entertain? What new information about this topic did you learn?

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| **Learning Target** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and  explain the **literal**  main ideas & details  & **cite text**  **evidence** | **I can** insightfully  explain author’s  meaning by  citing text evidence  accurately beyond  teacher’s expectations. | **I can** plainly explain  the author’s meaning  by citing text evidence  relatively accurately &  consistently. | **I can** just mention the  author’s meaning by  citing text evidence  somewhat accurately and  somewhat consistently. | **I struggle to** identify the  author’s meaning by  citing text evidence.  I have some inaccuracies  and/or **need teacher**  **assistance.** |

**Author’s craft analysis**: How did the author construct the editorial to explain a topic, argue a claim, or entertain the reader? How was support for claim(s) structured in an analysis of substantive topics? How did the author use valid reasoning and relevant evidence? What rhetorical strategies, logos/pathos/ethos, or literary devices did the author use and how were (or weren’t) those effective?

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| --- | --- | --- | --- | --- |
| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Determine the **author’s craft of narratives, informational and persuasive texts.** | **I can** insightfully  explain all examples  of author’s craft  accurately beyond  teacher’s expectations. | **I can** plainly explain  several examples of  author’s craft relatively accurately and consistently. | **I can** mention some  examples of author’s craft  somewhat accurately and somewhat consistently. | **I struggle to** identify  examples of author’s  craft. I analyze A. C. with  some inaccuracies & **need teacher assistance**. |

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**Editorial Reading SYNTHESIS**

Why did we do this? What do you now know about editorials? What have you learned about organizing a claim? What author’s craft tricks were common between all examples? What other traits do editorials share? What have you learned from reading multiple editorials that you will do when you write your own editorial?

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| --- | --- | --- | --- | --- |
| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Mechanics =** Did I  produce writing that  follows conventions:  accurate **grammar**,  punctuation, & mechanics? | **I can** display an  advanced use of  grammar, punctuation &  mechanics. I use mature mechanics: colon,  semi-colon, dashes, etc. | **I can** display a sufficient,  consistent control over  grammar & punctuation.  My errors do not  significantly distract  from meaning. | **I can only** display an  inconsistent or partial  control over grammar & punctuation. My errors sometimes distract  from meaning. | **I have** multiple miscues in  grammar, punctuation &  mechanics; my errors  distract from meaning. **I**  **need teacher help to do this proficiently.** |