**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?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 byciting text evidenceaccurately beyond teacher’s expectations. | **I can** plainly explain the author’s meaning by citing text evidencerelatively accurately &consistently. | **I can** just mention the author’s meaning byciting text evidencesomewhat accurately and somewhat consistently. | **I struggle to** identify theauthor’s meaning byciting 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 ofauthor’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?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.** |