

English I & Pre-AP English I ELA - Year at a Glance

First Semester	1st Grading Period	2nd Grading Period
	<u>WRITING PORTFOLIO</u>	<u>WRITING PORTFOLIO</u>
	<p>Processed Expository Essay (Readiness)</p> <input type="checkbox"/> Compose, revise and edit multiple drafts with feedback and reflection <input type="checkbox"/> District rubric – 4 components <p>Timed Expository Essay</p> <input type="checkbox"/> Scored with holistic rubric <p>Evidence Based Writing (Readiness)</p> <input type="checkbox"/> SAR or Mini-Q <input type="checkbox"/> District rubric – 4 components <p style="text-align: center;"><u>READING</u></p> <p>Comprehension of Informational Texts</p> <input type="checkbox"/> Expository (Readiness) <input type="checkbox"/> Persuasive Supporting) <input type="checkbox"/> Procedural (Supporting/Embedded) <p>Comprehension of Literary Texts</p> <input type="checkbox"/> Fiction (Readiness) <input type="checkbox"/> Poetry (Supporting) <input type="checkbox"/> Literary Nonfiction (Supporting) <input type="checkbox"/> Drama(Supporting) <p>Analysis across Genres</p> <input type="checkbox"/> Theme and Genre (Readiness) <input type="checkbox"/> Complex Inferences (Readiness) <input type="checkbox"/> Vocabulary: connotations & denotations within context (Readiness) <input type="checkbox"/> Media Literacy (Supporting/Embedded) <p style="text-align: center;"><u>DISTRICT ASSESSMENT</u></p> <input type="checkbox"/> None	<p>Processed Expository Essay (Readiness)</p> <input type="checkbox"/> Compose, revise and edit multiple drafts with feedback and reflection <input type="checkbox"/> District rubric – 4 components <p>Timed Expository Essay</p> <input type="checkbox"/> Scored with holistic rubric <p>Evidence Based Writing (Readiness)</p> <input type="checkbox"/> SAR or Mini-Q <input type="checkbox"/> District rubric – 4 components <p style="text-align: center;"><u>READING</u></p> <p>Comprehension of Informational Texts</p> <input type="checkbox"/> Expository (Readiness) <input type="checkbox"/> Persuasive Supporting) <input type="checkbox"/> Procedural (Supporting/Embedded) <p>Comprehension of Literary Texts</p> <input type="checkbox"/> Fiction (Readiness) <input type="checkbox"/> Poetry (Supporting) <input type="checkbox"/> Literary Nonfiction (Supporting) <input type="checkbox"/> Drama(Supporting) <p>Analysis across Genres</p> <input type="checkbox"/> Theme and Genre (Readiness) <input type="checkbox"/> Complex Inferences (Readiness) <input type="checkbox"/> Vocabulary: connotations & denotations within context (Readiness) <input type="checkbox"/> Literacy (Supporting/Embedded) <p style="text-align: center;"><u>DISTRICT ASSESSMENTS</u></p> <input type="checkbox"/> PSAT <input type="checkbox"/> DCA-reading, revising, editing, timed writing
Pre-AP Extension		
	<input type="checkbox"/> AP question stems <input type="checkbox"/> Summer reading – “Book Talks”	<input type="checkbox"/> Lit Mini-Q:synthesis of multiple texts <input type="checkbox"/> Ind. novel study & class seminar
Second Semester	3rd Grading Period	4th Grading Period
	<u>WRITING PORTFOLIO</u>	<u>WRITING PORTFOLIO</u>
	<p>Processed Expository Essay (Readiness)</p> <input type="checkbox"/> STAAR style prompt (Read, Write, Think) with feedback and reflection <input type="checkbox"/> District rubric – 4 components <p>Timed Expository Essay</p> <input type="checkbox"/> 26 lines & scored with holistic rubric <p>Evidence Based Writing (Readiness)</p> <input type="checkbox"/> SAR or Mini-Q <input type="checkbox"/> District rubric – 4 components <p style="text-align: center;"><u>READING</u></p> <p>STAAR Blitz: practice with timed readings in preparation for STAAR EOC</p> <p>Comprehension of Informational Texts</p> <input type="checkbox"/> Expository (Readiness) <input type="checkbox"/> Persuasive Supporting) <input type="checkbox"/> Procedural (Supporting/Embedded) <p>Comprehension of Literary Texts</p> <input type="checkbox"/> Fiction (Readiness) <input type="checkbox"/> Poetry (Supporting) <input type="checkbox"/> Literary Nonfiction (Supporting) <input type="checkbox"/> Drama(Supporting) <p>Analysis across Genres</p> <input type="checkbox"/> Theme and Genre (Readiness) <input type="checkbox"/> Complex Inferences (Readiness) <input type="checkbox"/> Vocabulary: connotations & denotations within context (Readiness) <input type="checkbox"/> Media Literacy (Supporting/Embedded) <p style="text-align: center;"><u>DISTRICT ASSESSMENT</u></p> <input type="checkbox"/> DCA-reading, revising, editing, timed writing	<p>Processed Persuasive Essay (Readiness)</p> <input type="checkbox"/> Compose, revise and edit multiple drafts with feedback and reflection <input type="checkbox"/> District rubric – 4 components <p>Timed Persuasive Essay</p> <input type="checkbox"/> 26 lines & scored with holistic rubric <p>Evidence Based Writing (Readiness)</p> <input type="checkbox"/> SAR or Mini-Q <input type="checkbox"/> District rubric – 4 components <p style="text-align: center;"><u>READING</u></p> <p>Comprehension of Informational Texts</p> <input type="checkbox"/> Expository (Readiness) <input type="checkbox"/> Persuasive Supporting) <input type="checkbox"/> Procedural (Supporting/Embedded) <p>Comprehension of Literary Texts</p> <input type="checkbox"/> Fiction (Readiness) <input type="checkbox"/> Poetry (Supporting) <input type="checkbox"/> Literary Nonfiction (Supporting) <input type="checkbox"/> Drama(Supporting) <p>Analysis across Genres</p> <input type="checkbox"/> Theme and Genre (Readiness) <input type="checkbox"/> Complex Inferences (Readiness) <input type="checkbox"/> Vocabulary: connotations & denotations within context (Readiness) <input type="checkbox"/> Media Literacy (Supporting/Embedded) <p style="text-align: center;"><u>DISTRICT ASSESSMENT</u></p> <input type="checkbox"/> STAAR EOC
Pre-AP Extension		
	<input type="checkbox"/> Lit Mini-Q: synthesis of multiple texts <input type="checkbox"/> Ind. novel study& seminars	<input type="checkbox"/> Lit Mini-Q: synthesis of multiple texts <input type="checkbox"/> AP question stems <input type="checkbox"/> Intro to grade 10 summer reading
<p>TEXT COMPLEXITY: An integral component of critical reading instruction is teaching students how to “tackle” increasingly complex texts each year.</p> <ul style="list-style-type: none"> • The author’s vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, academic, or technical • Sentence structures may be more varied, dense, and sophisticated • The author’s use of literary elements/devices, rhetorical strategies, organizational patterns, and text features maybe more nuanced or sophisticated • The topic/content may be less familiar or more cognitively demanding • Relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas 		