

First Semester	1st Grading Period	2nd Grading Period
	<u>WRITING PORTFOLIO</u> College or Job Essay (Readiness) <input type="checkbox"/> Compose, revise and edit multiple drafts with feedback and reflection <input type="checkbox"/> Scored with rubric Timed Writing <input type="checkbox"/> Campus created <input type="checkbox"/> Scored with rubric <u>READING</u> Comprehension of Informational Texts <input type="checkbox"/> Expository (Readiness) <input type="checkbox"/> Persuasive Supporting) <input type="checkbox"/> Procedural (Supporting/Embedded) Comprehension of Literary Texts <input type="checkbox"/> Fiction (Readiness) <input type="checkbox"/> Poetry (Supporting) <input type="checkbox"/> Literary Nonfiction (Supporting) <input type="checkbox"/> Drama(Supporting) Analysis across Genres <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) <u>DISTRICT ASSESSMENTS</u> <input type="checkbox"/> None	<u>WRITING PORTFOLIO</u> Rhetorical Analysis (Readiness) (Readiness) <input type="checkbox"/> Compose, revise and edit multiple drafts with feedback and reflection <input type="checkbox"/> Scored with rubric Timed Writing <input type="checkbox"/> Campus created <input type="checkbox"/> Scored holistically with rubric <u>READING</u> Comprehension of Informational Texts <input type="checkbox"/> Expository (Readiness) <input type="checkbox"/> Persuasive Supporting) <input type="checkbox"/> Procedural (Supporting/Embedded) Comprehension of Literary Texts <input type="checkbox"/> Fiction (Readiness) <input type="checkbox"/> Poetry (Supporting) <input type="checkbox"/> Literary Nonfiction (Supporting) <input type="checkbox"/> Drama(Supporting) Analysis across Genres <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) <u>DISTRICT ASSESSMENTS</u> <input type="checkbox"/> DCA-Reading, revising, editing
Second Semester	3rd Grading Period	4th Grading Period
	<u>WRITING PORTFOLIO</u> Literary Analysis (Readiness) <input type="checkbox"/> Compose, revise and edit multiple drafts with feedback and reflection <input type="checkbox"/> Scored with rubric Timed Writing <input type="checkbox"/> Campus created <input type="checkbox"/> Scored holistically with rubric <u>READING</u> Comprehension of Informational Texts <input type="checkbox"/> Expository (Readiness) <input type="checkbox"/> Persuasive Supporting) <input type="checkbox"/> Procedural (Supporting/Embedded) Comprehension of Literary Texts <input type="checkbox"/> Fiction (Readiness) <input type="checkbox"/> Poetry (Supporting) <input type="checkbox"/> Literary Nonfiction (Supporting) <input type="checkbox"/> Drama(Supporting) Analysis across Genres <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) <u>DISTRICT ASSESSMENTS</u> <input type="checkbox"/> None	<u>WRITING PORTFOLIO</u> Processed Reflective Essay (Readiness) <input type="checkbox"/> Compose, revise and edit multiple drafts with feedback and reflection <input type="checkbox"/> Scored with rubric Researched Based Argument <input type="checkbox"/> Compose, revise and edit multiple drafts with feedback and reflection <input type="checkbox"/> Scored with rubric <u>READING</u> Comprehension of Informational Texts <input type="checkbox"/> Expository (Readiness) <input type="checkbox"/> Persuasive Supporting) <input type="checkbox"/> Procedural (Supporting/Embedded) Comprehension of Literary Texts <input type="checkbox"/> Fiction (Readiness) <input type="checkbox"/> Poetry (Supporting) <input type="checkbox"/> Literary Nonfiction (Supporting) <input type="checkbox"/> Drama(Supporting) Analysis across Genres <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) <u>DISTRICT ASSESSMENTS</u> <input type="checkbox"/> None
<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 		