| | 1st Nine Weeks | 2nd Nine Weeks |
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| *Course Overview* | *In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including the use of available technology. Students read widely across self-selected texts, content texts, and assigned texts of varying lengths and genres in preparation for post-secondary schooling.* | |
| *Reading* | Students read from a variety of self-selected and assigned literature, literary non-fiction, expository, and digital texts<br><br>Students read for entertainment, to appreciate craft, to gather information, to take action, and to discover models | Students read from a variety of self-selected and assigned literature, literary non-fiction, expository, and digital texts<br><br>Students read for entertainment, to appreciate craft, to gather information, to take action, and to discover models |
| *Vocabulary development* | • Affixes and roots<br>• Word origins, derivations, spelling patterns<br>• Denotative and connotative meanings<br>• Reference materials<br>• Context clues | • Affixes and roots<br>• Word origins, derivations, spelling patterns<br>• Denotative and connotative meanings<br>• Reference materials<br>• Context clues |
| *Text comprehension* | • Practice self-monitoring strategies<br>• Activate schema<br>• Establish purpose for reading (discover, understand, interpret, enjoy, or solve problems)<br>• Construct images based on text descriptions<br>• Create graphic organizers to represent text information | • Practice self-monitoring strategies<br>• Activate schema<br>• Establish purpose for reading (discover, understand, interpret, enjoy, or solve problems)<br>• Construct images based on text descriptions<br>• Create graphic organizers to represent text information |
| *Evaluating Texts* | • Analyze audience, purpose, and message<br>• Analyze organizational patterns, diction, format, and tone and their effect on audience<br>• Identify explicit and implicit textual information<br>• Support complex inferences with text evidence and experience | • Evaluate credibility and relevance of information sources<br>• Evaluate author's motivation and stance and their effect on the validity of the text<br>• Recognize persuasive techniques such as bandwagon, glittering generalities, and testimonials<br>• Support complex inferences with text evidence and experience |

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| *Study Strategies* | • Previewing, skimming, scanning, rereading, asking relevant questions<br>• Text features and graphics: heading, tables, sidebars, captions, photographs in informational texts<br>• Test-taking strategies | • Previewing, skimming, scanning, rereading, asking relevant questions<br>• Text features and graphics: heading, tables, sidebars, captions, photographs in informational texts<br>• Test-taking strategies |
| *Responding to Texts* | • Respond to literary and informational texts through discussion, further reading, presentations, journals, written responses, or visuals arts<br>• Formulate and defend a position with evidence synthesized from multiple texts<br>• Evaluate personal responses to reading | • Respond to literary and informational texts through discussion, further reading, presentations, journals, written responses, or visuals arts<br>• Formulate and defend a position with evidence synthesized from multiple texts<br>• Evaluate personal responses to reading |

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| *Evidence of Learning* | • Reader's journals<br>• Analytical paragraphs in response to reading<br>• Synthesis essay<br>• Self evaluations<br>• Teacher formative and summative assessments | • Reader's journals<br>• Analytical paragraphs in response to reading<br>• Synthesis essay<br>• Self evaluations<br>Teacher formative and summative assessments |