Pottsville School District Grade K ELA “Year at a Glance”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) Boats, Apples, Farm, America, All about Me | Chapter or Unit(s): Fall, Pumpkins, Trees/Leaves, Wild West, Thanksgiving, Families | Chapter or Unit(s): Winter, Bears, Weather, Space, Presidents, Arkansas | Chapter or Unit(s): Insects, Ocean, Zoo, Plants/Seeds, Animals |
|  | Target Dates: 1st 9 weeks | Target Dates: 2nd 9 weeks | Target Dates: 3rd 9 weeks | Target Dates: 4th 9 weeks |
| Standards | K.RL.1 K.RIT.1 K.RFS.1 K.SL.1K.RL.2 K.RIT.2 K.RFS.2 K.Sl.2K.RL.3 K.RIT.3 K.RFS.3 K.Sl.3K.RL.4 K.RIT.4 K.RFS.4 K.SL.4K.RL.5 K.RIT.5 K.W.1 K.SL.5K.RL.6 K.RIT.6 K.W.2 K.SL.6K.RL.7 K.RIT.7 K.W.3 K.L.1K.RL.9 K.RIT.8 K.W.5 K.L.2K.RL.10 K.RIT.9 K.W.6 K.L.4 K.RIT.10 K.W.7 K.L.5 K.W.8 K.L.6 | K.RL.1 K.RIT.1 K.RFS.1 K.SL.1K.RL.2 K.RIT.2 K.RFS.2 K.Sl.2K.RL.3 K.RIT.3 K.RFS.3 K.Sl.3K.RL.4 K.RIT.4 K.RFS.4 K.SL.4K.RL.5 K.RIT.5 K.W.1 K.SL.5K.RL.6 K.RIT.6 K.W.2 K.SL.6K.RL.7 K.RIT.7 K.W.3 K.L.1K.RL.9 K.RIT.8 K.W.5 K.L.2K.RL.10 K.RIT.9 K.W.6 K.L.4 K.RIT.10 K.W.7 K.L.5 K.W.8 K.L.6 | K.RL.1 K.RIT.1 K.RFS.1 K.SL.1K.RL.2 K.RIT.2 K.RFS.2 K.Sl.2K.RL.3 K.RIT.3 K.RFS.3 K.Sl.3K.RL.4 K.RIT.4 K.RFS.4 K.SL.4K.RL.5 K.RIT.5 K.W.1 K.SL.5K.RL.6 K.RIT.6 K.W.2 K.SL.6K.RL.7 K.RIT.7 K.W.3 K.L.1K.RL.9 K.RIT.8 K.W.5 K.L.2K.RL.10 K.RIT.9 K.W.6 K.L.4 K.RIT.10 K.W.7 K.L.5 K.W.8 K.L.6 | K.RL.1 K.RIT.1 K.RFS.1 K.SL.1K.RL.2 K.RIT.2 K.RFS.2 K.Sl.2K.RL.3 K.RIT.3 K.RFS.3 K.Sl.3K.RL.4 K.RIT.4 K.RFS.4 K.SL.4K.RL.5 K.RIT.5 K.W.1 K.SL.5K.RL.6 K.RIT.6 K.W.2 K.SL.6K.RL.7 K.RIT.7 K.W.3 K.L.1K.RL.9 K.RIT.8 K.W.5 K.L.2K.RL.10 K.RIT.9 K.W.6 K.L.4 K.RIT.10 K.W.7 K.L.5 K.W.8 K.L.6 |
| Foundational Skills | •We take them where they are and love them. | •Letter Recognition•Beginning Sight words•Name Writing•Beginning Sounds | •All Letters and Sounds•20 Sight Words•Beginning sentence writing | •All Sight Words (40)•Independent sentence writing |
| Key Strategies or Action Words | RetellingSequencingHaggerty Phonics | Venn DiagramsLiteracy GroupsHaggerty Phonics | Guided ReadingHaggerty Phonics | Guided ReadingGuided WritingIndependent WritingHaggerty Phonics |
| Assessments of Power Standards:Formative and Summative | ObservationsFormative AssessmentsReport Card BenchmarksDIBELSNWEA | ObservationsFormative AssessmentsReport Card BenchmarksDIBELSNWEA | ObservationsFormative AssessmentsReport Card BenchmarksDIBELSNWEA | ObservationsFormative AssessmentsReport Card BenchmarksDIBELSNWEA |

Pottsville School District Grade 1 ELA “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) |
|  | Target Dates:1st 9 weeks | Target Dates: 2nd 9 weeks | Target Dates: 3rd 9 weeks | Target Dates: 4th 9 weeks |
| Standards | 1.RL.1 1.RFS.1 1.W.11.RL.2 1.RFS.2 1.W.21.RL.3 1.RFS.3 1.W.81.RL.4 1.RFS.4 1.W.101.RL.5 1.RL.7 1.RL.91.RL.101.RIT.1 1.SL.1 1.L.1 1.RIT.2 1.SL.2 1.L.2 1.RIT.4 1.SL.3 1.RIT.5 1.SL.4 1.RIT.6 1.SL.5 1.RIT.7 1.SL.61.RIT.81.RIT.9 1.RIT.10  | 1.RL.1 1.RFS.1 1.W.21.RL.3 1.RFS.2 1.W.51.RL.5 1.RFS.3 1.W.8 1.RL.7 1.RFS.4 1.W.101.RL.101.RIT.1 1.SL.1 1.L.11.RIT.2 1.SL.2 1.L.2 1.RIT.4 1.SL.3 1.RIT.5 1.SL.4 1.RIT.7 1.SL.5 1.RIT.10 1.SL.6  | 1.RL.1 1.RFS.1 1.W.21.RL.3 1.RFS.2 1.W.31.RL.6 1.RFS.3 1.W.61.RL.7 1.RFS.4 1.W.71.RL.9 1.W.81.RL.10 1.W.101.RIT.1 1.RIT.2 1.RIT.3 1.SL.11.RIT.4 1.L.1 1.SL.21.RIT.5 1.L.2 1.SL.61.RIT.7 1.L.41.RIT.10 1.L.5 | 1.RL.1 1.RFS.1 1.W.21.RL.3 1.RFS.2 1.W.61.RL.6 1.RFS.3 1.W.71.RL.7 1.RFS.4 1.W.81.RL.9 1.W.101.RL.101.RIT.1 1.RIT.2 1.RIT.4 1.SL.11.RIT.5 1.L.1 1.SL.21.RIT.7 1.L.2 1.SL.61.RIT.10 1.L.4 1.L.5 |
| Foundational Skills | •Recognize details in text•Describe characters, settings, and events in stories•Use illustrations to make meaning•Understand spoken words, syllables, and sounds•Write texts with a topic | •Recognize details in text•Describe characters, settings, and events in stories•Use illustrations to make meaning•Understand spoken words, syllables, and sounds•Use context clues•Write texts with topic and facts•Use grammar rules in writing | •Recognize details in text•Describe characters, settings, and events in stories•Use illustrations to make meaning•Understand spoken words, syllables, and sounds•Determine meaning of unknown and multimeaning words•Use grammar rules in writing | •Recognize details in text•Describe characters, settings, and events in stories•Use illustrations to make meaning•Understand spoken words, syllables, and sounds•Write texts with topic , facts and closure•Use grammar rules in writing |
| Key Strategies or Action Words | Vocab Flash CardsGuided ReadingChromebook Apps for word buildingSystematic Sequential PhonicsHeggerty PhonicsIXL95% Group | Vocab Flash CardsGuided ReadingChromebook Apps for word buildingSystematic Sequential PhonicsHeggerty PhonicsIXL95% Group | Vocab Flash CardsGuided ReadingChromebook Apps for word buildingSystematic Sequential PhonicsHeggerty PhonicsIXL95% Group | Vocab Flash CardsGuided ReadingChromebook Apps for word buildingSystematic Sequential PhonicsHeggerty PhonicsIXL95% Group |
| Assessments of Power Standards:Formative and Summative | DIBELS NWEAJourneysPhonics TestSpelling Test | DIBELS NWEAJourneysPhonics TestSpelling Test | DIBELS NWEAJourneysPhonics TestSpelling Test | DIBELS NWEAJourneysPhonics TestSpelling Test |

Pottsville School District Grade 2 ELA “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) |
|  | Target Dates: 1st 9 weeks | Target Dates: 2nd 9 weeks | Target Dates: 3rd 9 weeks | Target Dates: 4th 9 weeks |
| Standards | RL.2.1 W.2.8RL.2.3 W.2.10RL2.5RL2.7 SL.2.1 SL.2.1.ARI.2.1 SL.2.1.BRI2.3 SL.2.1.CRI2.4 SL.2.2RI2.6 SL.2.3RI2.8 SL.2.4 SL.2.5 RF.2.2.A SL.2.6RF.2.2.B RF2.3 L.2.1 L.2.1.KRF2.3A L.2.2 L.2.2.DRF2.3.C L.2.5.BRF2.3.E L.2.6RF.2.4RF2.4.A L.2.3 L.2.4W.2.2 L.2.4.CW.2.3 L.2.4.DW.2.5 W.2.6 | RL.2.1 W.2.10RL.2.2 RL.2.3 SL.2.1RL2.4 SL.2.1ARL2.5 SL.2.1BRL2.6 SL.2.1CRL2.7 SL.2.2 SL.2.3RI.2.1 SL.2.4R1.2.2 SL.2.5RI2.3 SL2.6RI2.4RI2.5 L.2.1RI2.6 L.2.1.BRI2.7 L.2.1.CRI2.8 L.2.1.ERI2.9 L.2.1.K L.2.2RF.2.2.A L.2.2.ARF.2.2.B L.2.2.BRF2.3 L.2.2.C L.2.2.DRF2.3A L.2.3RF2.3.C L.2.4RF2.3D L.2.4BRF2.3E L.2.4CRF.2.4 L.2.4.DRF.2.4A L.2.5 L.2.5.BW.2.2 L.2.5.CW2.2.C L.2.6W.2.3W.2.5W.2.6W.2.8 | RL.2.1 SL.2.1.BRL.2.2 SL.2.1.CRL.2.3 SL.2.2RL2.4 SL.2.3RL2.5 SL.2.4RL2.6 SL.2.5RL2.7 SL.2.6RI.2.1 L.2.1R1.2.2 L.2.1BRI2.3 L.2.1CRI2.4 L.2.1ERI2.5 L.2.1FRI2.6 L.2.1 HRI2.7 L.2.1KRI2.8 L.2.2RI.2.9 L.2.2A L.2.2BRF2.1.A L.2.2C L.2.2DRF.2.2.A L.2.3RF.2.2.B L.2.4RF2.3 L.2.4A L.2.4BRF2.3.A L.2.4CRF2.3.B L.2.4 DRF2.3.C L.2.5RF2.3.D L.2.5.BRF2.3.E L.2.5CRF2.3.F L.2.6RF.2.4RF.2.4.A SL.2.1RF2.4B SL.2.1ARF2.4CW.2.1W.2.2W.2.2CW.2.3W.2.5W.2.6W.2.7W.2.8W.2.10 | RL.2.1 RF.2.3.DRL.2.2 RF.2.3.ERL.2.3 RF.2.3.FRL2.4 RF.2.4RL2.5 RF.2.4ARL2.6 RF.2.4BRL2.7 RF.2.4CRL2.9 RL2.10 W.2.1 W.2.2RI.2.1 W.2.2.CR1.2.2 W.2.3RI2.3 W.2.5RI2.4 W.2.6RI2.5 W.2.7RI2.6 W.2.8RI2.7 W.2.10RI2.8RI2.9 SL.2.1RI2.10 SL.2.1A SL.2.1.BRF.2.2.A SL.2.1.CRF.2.2.B SL.2.2RF2.3 SL.2.4 SL.2.5RF2.3A SL.2.6RF2.3B RF2.3.C L.2.1 L.2.1BL.2.1.D L.2.1 CL.2.1.E L.2.4.AL2.1.F L.2.4BL2.1.G L.2.4.CL2.1.H L.2.4.DL2.1.K L.2.5.A L.2.5.BL.2.2 L.2.5.C L.2.6 |
| Foundational Skills | * Recognize characters, setting, plot
* Recognize beginning, middle, and end in a story
* Use illustrations to make meaning
* Write a complete sentence on topic. Use capital letters, punctuation, and spaces correctly.
* Have knowledge of short and long vowel sounds.
* Recognize sounds and correct positions of spoken words.
* Write about common topics and personal experiences.
* Understand that a complete sentence has many parts: nouns, verbs, adjectives, etc.
* Recognize that a story/text has features to assist their comprehension and key facts
* Write for enjoyment and to publish.
 | * Recognize characters, setting, plot
* Recognize beginning, middle, and end in a story
* Use illustrations to make meaning
* Write a complete sentence on topic. Use capital letters, punctuation, and spaces correctly.
* Have knowledge of short and long vowel sounds.
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* Recognize beginning, middle, and end in a story
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* Write a complete sentence on topic. Use capital letters, punctuation, and spaces correctly.
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* Recognize that a story/text has features to assist their comprehension and key facts
* Write for enjoyment and to publish.
 | * Recognize characters, setting, plot
* Recognize beginning, middle, and end in a story
* Use illustrations to make meaning
* Write a complete sentence on topic. Use capital letters, punctuation, and spaces correctly.
* Have knowledge of short and long vowel sounds.
* Recognize sounds and correct positions of spoken words.
* Write about common topics and personal experiences.
* Understand that a complete sentence has many parts: nouns, verbs, adjectives, etc.
* Recognize that a story/text has features to assist their comprehension and key facts
* Write for enjoyment and to publish.
 |
| Key Strategies or Action Words | IXLJourneys95% GroupHeggertyRead Alouds | IXLJourneys95% GroupHeggertyRead Alouds | IXLJourneys95% GroupHeggertyRead Alouds | IXLJourneys95% GroupHeggertyRead Alouds |
| Assessments of Power Standards:Formative and Summative | DIBELSNWEAJourneys TestsCommon AssessmentsPhonics Tests  | DIBELSNWEAJourneys TestsCommon AssessmentsPhonics Tests | DIBELSNWEAJourneys TestsCommon AssessmentsPhonics Tests | DIBELSNWEAJourneys TestsCommon AssessmentsPhonics Tests |

Pottsville School District Grade 3 ELA “Year at a Glance”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) |
|  | Target Dates: | Target Dates: | Target Dates: | Target Dates: |
| Standards | RL.3.3 RI.3.1 RF.3.4RL.3.9 RI. 3.2 RI.3.3 RI.3.4W.3.3 SL.3.1 L.3.1W.3.4 SL.3.6 L.3.2W.3.5 L.3.4W.3.6 L.3.6W.3.10 | RL.3.1 RI.3.1 RF.3.4 RI.3.2 RI.3.5 RI.3.6W.3.3 SL.3.1 L.3.1W.3.4 SL.3.6 L.3.2W.3.5 L.3.4W.3.6 L.3.6 W.3.10 | RL.3.2 RI.3.8 RF.3.4RL.3.4RL.3.5RL3.6RL.3.7RL.3.9W.3.1 SL.3.2 L.3.1W.3.2 SL.3.6 L.3.2W.3.4 L.3.4W.3.5 L.3.6 W.3.6 W.3.10 | RL.3.5 RI.3.8 RF.3.4RL.3.10 R1.3.10W.3.3 SL.3.5 L.3.1W.3.2 SL.3.6 L.3.2W.3.4 L.3.4W.3.5 L.3.6 W.3.6 W.3.7 W.3.8 W.3.10 |
| Foundational Skills | -Understand Character Traits-Compare/Contrast-Ask and Answer Questions-Write Narrative paragraphs-Read Fluently- Dictionary Skills-Text Features-Story elements-Grammar (nouns, verbs)-Sentence Structure | -Predict-Infer-Poetry-Rhythm, Stanza, Rhyming-Figurative Language-Cause and effect-Sequential order-Compare/Contrast-Read Fluently-Write Narrative paragraphs-Read Fluently | -Pick central message/Theme-Identify the moral-Point of View-Analyze/evaluate illustrations-Cause and effect -Context Clues-Suffixes/Prefixes-Root/Base Words-Read Fluently | -Pick central message/Theme-Research (text evidence)-Read Fluently |
| Key Strategies or Action Words | -Small Groups-Read Alouds/Novel Studies-Technology/Google Slides-Text Evidence-Narrative Diamond-Narrative (Entertaining Beginnings, Elaborative Detail, Suspense) | -Small Groups-Novel Studies/Weekly Reader or Scholastic News-Question Words-Text Evidence-Narrative (Main Event, Extended Ending)-Text features | -Point of view-Plot/Theme-Transition Words-Opinion Writing/Reasons that support-Revising with added detail--Novel Studies/Weekly Reader or Scholastic News | -Novel Studies/Weekly Reader or Scholastic News-Expository Writing-Research-Publish with Technology |
| Assessments of Power Standards:Formative and Summative | ObservationPeer editingWeekly/Biweekly assessments of skillsComprehension assessmentsIXLReadWorksCommon AssessmentSTAR | ObservationPeer editingWeekly/Biweekly assessments of skillsComprehension assessmentsIXLReadWorksCommon AssessmentSTAR | ObservationPeer editingWeekly/Biweekly assessments of skillsComprehension assessmentsIXLReadWorksCommon Assessment | ObservationPeer editingWeekly/Biweekly assessments of skillsComprehension assessmentsIXLReadWorksACT AspireCommon AssessmentSTAR |

Pottsville School District Grade 4 Reading “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) Choosing Books, Genre, Figurative Language, Matilda | Chapter or Unit(s) Poetry, Figurative Language, Shiloh | Chapter or Unit(s) Non-fiction and Historical fiction, The Mostly True Adventures of Homer P. Figg | Chapter or Unit(s) Test Prep/Skills Review, Swindle |
|  | Target Dates: August-October | Target Dates: October-December | Target Dates: January-March | Target Dates: March-May |
| Standards | RL.4.1RL.4.2RL.4.3RL.4.4RL.4.6RL.4.7RL.4.9RL.4.10RI.4.1RI.4.2RI.4.4RI.4.5RI.4.6RI.4.7RI.4.8RI.4.10RF.4.3RF.4.3.ARF.4.4RF.4.4.ARF.4.4.BRF.4.4.C | RL.4.1RL.4.2RL.4.3RL.4.4RL.4.5RL.4.6RL.4.7RL.4.9RL.4.10RI.4.1RI.4.2RI.4.4RI.4.5RI.4.6RI.4.7RI.4.8RI.4.10RF.4.3RF.4.3.ARF.4.4RF.4.4.ARF.4.4.BRF.4.4.C | RL.4.1RL.4.2RL.4.3RL.4.4RL.4.6RL.4.9RL.4.10RI.4.1RI.4.2RI.4.3RI.4.4RI.4.5RI.4.6RI.4.7RI.4.8RI.4.9RI.4.10RF.4.3RF.4.3.ARF.4.4RF.4.4.ARF.4.4.BRF.4.4.C | RL.4.1RL.4.2RL.4.3RL.4.4RL.4.5RL.4.6RL.4.7RL.4.9RL.4.10RI.4.1RI.4.2RI.4.3RI.4.4RI.4.5RI.4.6RI.4.7RI.4.8RI.4.9RI.4.10RF.4.3RF.4.3.ARF.4.4RF.4.4.ARF.4.4.BRF.4.4.C |
| Foundational Skills | * Understanding of a text
* Recount stories
* Describe characters
* Determine the meaning of words and phrases
* Refer to parts of a text
* Distinguish between 1st and 3rd person POV
* Explain and use illustrations in relation to understanding the text
* Compare and contrast
* Read and comprehend literature and informational texts at the high end of grades 2-3 text complexity independently and proficiently
* Determine main idea
* Use text features and search tools to locate information efficiently
* Decode multi syllable words
* Common Prefixes/suffixes
* Read grade-appropriate irregularly spelled words
* Read grade-level text with sufficient accuracy and fluency
* Read grade-level text with purpose and understanding
* Self-correct
 | * Understanding of a text
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* Describe characters
* Determine the meaning of words and phrases
* Refer to parts of a text
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* Read grade-level text with purpose and understanding
* Self-correct
 | * Understanding of a text
* Recount stories
* Describe characters
* Determine the meaning of words and phrases
* Refer to parts of a text
* Distinguish between 1st and 3rd person POV
* Explain and use illustrations in relation to understanding the text
* Compare and contrast
* Read and comprehend literature and informational texts at the high end of grades 2-3 text complexity independently and proficiently
* Determine main idea
* Use text features and search tools to locate information efficiently
* Decode multi syllable words
* Common Prefixes/suffixes
* Read grade-appropriate irregularly spelled words
* Read grade-level text with sufficient accuracy and fluency
* Read grade-level text with purpose and understanding
* Self-correct
 |
| Key Strategies or Action Words | * Small Groups
* Read Alouds
* Novel Studies
* Technology Integration
* Flocabulary
* Nearpod
* AR Goals
* Anchor Charts
* Kahoot
* Cooperative Learning
* Modeling
 | * Small Groups
* Read Alouds
* Novel Studies
* Technology Integration
* Flocabulary
* Nearpod
* AR Goals
* Anchor Charts
* Kahoot
* Cooperative Learning
* Modeling
 | * Small Groups
* Read Alouds
* Novel Studies
* Technology Integration
* Flocabulary
* Nearpod
* AR Goals
* Anchor Charts
* Kahoot
* Cooperative Learning
* Modeling
 | * Small Groups
* Read Alouds
* Novel Studies
* Technology Integration
* Flocabulary
* Nearpod
* AR Goals
* Anchor Charts
* Kahoot
* Cooperative Learning
* Modeling
 |
| Assessments of Power Standards:Formative and Summative | * Observations
* Bell ringers
* Rubric bases assessments
* Quizzes
* Projects
* Comprehension Assessments
* STAR
 | * Observations
* Bell ringers
* Rubric bases assessments
* Quizzes
* Projects
* Comprehension Assessments
* STAR
 | * Observations
* Bell ringers
* Rubric bases assessments
* Quizzes
* Projects
* Comprehension Assessments
* STAR
 | * Observations
* Bell ringers
* Rubric bases assessments
* Quizzes
* Projects
* Comprehension Assessments
* STAR
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Pottsville School District Grade 4 ELA “Year at a Glance”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) |
|  | Target Dates: Q1 | Target Dates: Q2 | Target Dates:Q3 | Target Dates:Q4 |
| Standards | 4.RL.1     4.RIT.1    4.RF.3   4.W.14.RL.2     4.RIT.2    4.RF.4   4.W.24.RL.3     4.RIT.3                  4.W.2A4.RL.4     4.RIT.4    4.L.1     4.W.34.RL.7     4.RIT.6    4.L.2    4.*W.5**4.RL.9     4.RIT.7    4.L.3     4.W.6**4.RL.10   4.RIT.8    4.L.4    4.W.10*                4.RIT.9   4.L.5                    4.RIT.10 | 4.RL.1    4.RIT.1     4.RF.3    4.W.14.RL.2    4.RIT.2     4.RF.4    4.W.24.RL.3    4.RIT.3                    4.W.2A4.RL.4    4.RIT.4     4.L.1      4.W.34.RL.5    4.RIT.6      4.L.2      4.W.54.RL.6    4.RIT.7      4.L.3      4.W.64.RL.7    4.RIT.8      4.L.4     4.W.104.RL.9    4.RIT.9      4.L.54.RL.10  4.RIT.10 | 4.RL.1     4.RIT.1     4.RF.3    4.W.14.RL.2     4.RIT.2     4.RF.4    4.W.24.RL.3     4.RIT.3                    4.W.2A4.RL.4     4.RIT.4     4.L.1       4.W.34.RL.7     4.RIT.5     4.L.2       4.W.54.RL.9     4.RIT.6      4.L.3      4.W.64.RL.10   4.RIT.7      4.L.4      4.W.7                4.RIT.8       4.L.5     4.W.10                      4.RIT.9                4.RIT.10 | 4.RL.1     4.RIT.1     4.RF.3   4.W.14.RL.2     4.RIT.2     4.RF.4   4.W.24.RL.3     4.RIT.3                   4.W.2A4.RL.4     4.RIT.4      4.L.1     4.W.44.RL.7     4.RIT.5      4.L.2     4.W.54.RL.9     4.RIT.6      4.L.3      4.W.64.RL.10   4.RIT.7      4.L.4      4.W.8                4.RIT.8       4.L.5     4.W.9                4.RIT.9                      4.W.10                4.RIT.10 |
| Foundational Skills | -story elements-main idea-author’s purpose-genres-character traits-inferencing-figurative language-remain on topic-elaborate/support with detail | -theme-summary-POV-main idea-fact/opinion; opinion writing-cause and effect-transitions-details-poems/drama/prose | -dialogue-theme-compare texts-introductions and closings-timed writing-main idea-POV | -informational text-plot-figurative language-narrative writing-research skills-timed writing-theme-comparing text |
| Key Strategies or Action Words | Context CluesDecoding WordsSpellingVocabularyCreating topic sentencesBlurbs | Context CluesDecoding WordsVocabularyWord referentsSpelling“What does it look like, why is it important?” | Context CluesDecoding WordsVocabularyHooksClosing paragraphs | Context CluesDecoding WordsVocabularyCountry ReportsNarratives |
| Assessments of Power Standards:Formative and Summative | Formative observationsBell ringersEssaysRubric based AssessmentJourneysACT Aspire Interims | Formative observationsBell ringersEssaysRubric based AssessmentJourneysACT Aspire Interims | Formative observationsBell ringersEssaysRubric based AssessmentJourneysACT Aspire Interims | Formative observationsBell ringersEssaysRubric based AssessmentJourneysACT Aspire Interims |

Pottsville School District Grade 5 ELA “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) |
|  | Target Dates: Q1 | Target Dates: Q2 | Target Dates:Q3 | Target Dates:Q4 |
| Standards | W.5.1 L.5.1 RL.5.1 RI.5.1W.5.2 L.5.2 RL.5.2 RI.5.2W.5.3 L.5.3 RL.5.3 RI.5.3W.5.4 L.5.4 Rl.5.6 RI.5.4W.5.6 L.5.5 RL.5.7 RI.5.6W.5.7 L.5.6 RL.5.9 RI.5.8W.5.8 RL.5.10 RI.5.9W.5.9 RF.5.1 RI.5.10 RF.5.2W.5.10 RF.5.3 RF.5.4 | W.5.1 L.5.1 RL.5.1 RI.5.1W.5.2 L.5.2 RL.5.2 RI.5.2W.5.3 L.5.3 RL.5.3 RI.5.3W.5.4 L.5.4 RL.5.4 RI.5.4W.5.6 L.5.5 RL.5.5 RI.5.7W.5.8 L.5.6 RL.5.6 RI.5.8W.5.9 RL.5.7 RI.5.9W.5.10 RF.5.1 RL.5.9 RI.5.10 RF.5.2 RL.5.10 RF.5.3 RF.5.4 | W.5.1 L.5.1 RL.5.1 RI.5.1W.5.2 L.5.2 RL.5.2 RI.5.2W.5.3 L.5.3 RL.5.3 RI.5.3W.5.4 L.5.4 RL.5.7 RI.5.4W.5.6 L.5.5 RL.5.9 RI.5.5W.5.8 L.5.6 RL.5.10 RI.5.6W.5.9 RI.5.7W.5.10 RF.5.1 RI.5.8 RF.5.2 RI.5.9 RF.5.3 RI.5.10 RF.5.4 | W.5.1 L.5.1 RL.5.1 RI.5.1W.5.2 L.5.2 RL.5.2 RI.5.2W.5.3 L.5.3 RL.5.3 RI.5.3W.5.4 L.5.4 RL.5.7 RI.5.4W.5.6 L.5.5 RL.5.9 RI.5.8W.5.8 L.5.6 RI.5.9W.5.9 RI.5.10W.5.10 RF.5.1 RF.5.2 RF.5.3 RF.5.4 |
| Foundational Skills | •Make inferences•Elements of a Narrative•Word study (vocab, using context clues )•Recognizing dialogue•Synthesizing a story•Reasons author’s write•Genres-categories & subcategories Cite evidence from a textMaking connectionsMaking Predictions | • previous skills•Figurative Language•Vocabulary Development•InferringQuestioningConstructed Responses | • previous skills•Myths/Folktales•Plot /Story linesNonfiction categories | •Continue previous skills•Nonfiction•Text Structure |
| Key Strategies or Action Words | Cornell NotetakingReading foldersNovel StudiesA-Z storiesA.R. ReadingAnchor ChartsCooperative learning groupsRubricsAuthor’s purpose6 strategies of good readersAuthor’s purposePoint of ViewText evidenceSummarizingMain idea/supporting details | Cooperative groupsCornell NotetakingReading foldersNovel StudiesA-Z storiesA.R. ReadingAnchor ChartsPeer/Self assessments•Compare/Contrast•Point of View•Imagery•Symbolism•Foreshadowing/Flash Back•Mood/tone•CharacterizationPlot lineSimile, metaphor, hyperbole, personification, alliteration, idiomGeneralizations | Cornell NotetakingReading foldersNovel StudiesA-Z storiesA.R. ReadingAnchor Charts•Text structure•Sequencing•Legend/Fables/Tall Tales•Theme•Imagery•Symbolism•Foreshadowing/Flash Back•Mood/tone•Characterization | Cornell NotetakingReading foldersNovel StudiesA-Z storiesA.R. ReadingAnchor Charts•Main Idea•Supporting Details•PoetryTesting strategies |
| Assessments of Power Standards:Formative and Summative | Drama/Fluency RubricsQuizzesPoster projects/presentationsBook testsPrezi’s QuizletsGraphic orgainzersIXLA-Z testsComprehension assessments | Drama/Fluency RubricsQuizzesPoster projects/presentationsBook testsPrezi’s QuizletsGraphic orgainzersIXLA-Z testsComprehension assessments | Drama/Fluency RubricsQuizzesPoster projects/presentationsBook testsPrezi’s QuizletsGraphic orgainzersIXLA-Z testsComprehension assessments | Drama/Fluency RubricsQuizzesPoster projects/presentationsBook testsPrezi’s QuizletsGraphic orgainzersIXLA-Z testsComprehension assessments |

Pottsville School District Grade 6 Reading “Year at a Glance”

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|  | Chapter or Unit(s)Narrative | Chapter or Unit(s)Informative | Chapter or Unit(s) Argumentative | Chapter or Unit(s) Review |
|  | Target Dates: 1st 9 weeks | Target Dates: 2nd nine weeks | Target Dates:3rd 9 weeks | Target Dates: 4th nine weeks |
| Standards | RL.6.1 RI.6.1 RL.6.2 RI.6.2RL.6.3 RI.6.4RL.6.4 RI.6.6RL.6.6 RI.6.7RL.6.7 RI.6.8 RL.6.10 RI.6.10W.6.3 L.6.4W.6.5 L.6.3W.6.4 L.6.1W.6.6 | RL.6.1 RI.6.1RL.6.2 RI.6.2RL.6.3 RI.6.4RL.6.4 RI.6.6RL.6.5 RI.6.7RL.6.6 RI.6.8RL.6.10 RI.6.9 RI.6.10W.6.7 L.6.3W.6.8 L.6.1W.6.9 L.6.4W.6.6W.6.2 | RL.6.1 RI.6.1RL.6.2 RI.6.2RL.6.3 RI.6.3RL.6.4 RI.6.4RL.6.5 RI.6.6RL.6.6 RI.6.7RL.6.10 RI.6.8 RI.6.10W.6.7 L.6.1w.6.8 L.6.4W.6.6 L.6.3W.6.1 | RL.6.1 RI.6.1RL.6.2 RI.6.2RL.6.3 RI.6.4RL.6.4 RI.6.6RL.6.5 RI.6.7RL.6.6 RI.6.8 RL.6.10 RI.6.10W.6.6 L.6.1W.6.3 L.6.3 L.6.4 |
| Foundational Skills | •Read on grade level•Infer•Denotation/Connotation•“Cite”•Elements of Narrative•Word choice•Transitions•Parts of speech•Capitalization/Punctuation rules | •Read on grade level•Variety of vocabulary•Summarize•Series of events•Evaluating credible sources•Summarization•Plagiarism•Parts of Speech•Capitalization/Punctuation rules | •Read on grade level•Central Idea•Experience with nonfiction•Evaluating credible sources•Opinion VS Fact•Claim vs Evidence•Summarization•Plagiarism•Parts of Speech•Capitalization/Punctuation rules | •Read on grade level•Theme•Tone/Mood•Narrative Writing•Background in dialogue•Characters, Setting •Transitions•Parts of Speech•Capitalization/Punctuation rules |
| Key Strategies or Action Words | Novel Study: Out of my MindCooperative LearningModelingPeer editing | Novel Study: Watsons Go to BirminghamCooperative LearningModelingPeer editing | Novel Study: City of EmberCooperative LearningModelingPeer editing | Novel Study: Red KayakCooperative LearningModelingPeer editing |
| Assessments of Power Standards:Formative and Summative | Chapter quizzesNovel testsObservationStarters/Exit SlipsNarrative elements/Vocab testEssaysACT Aspire Interims | Chapter quizzesNovel testsObservationStarters/Exit SlipsNarrative elements/Vocab testEssaysACT Aspire Interims | Chapter quizzesNovel testsObservationStarters/Exit SlipsNarrative elements/Vocab testEssaysACT Aspire Interims | Chapter quizzesNovel testsObservationStarters/Exit SlipsNarrative elements/Vocab testEssaysACT Aspire Interims |

Pottsville School District “Year at a Glance” \_\_6th\_ELA 2021-22\_\_\_

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) Narrative  | Chapter or Unit(s) Informative | Chapter or Unit(s) Argumentative | Chapter or Unit(s) Review |
|  | Target Dates: 1st 9 weeks  | Target Dates: 2nd 9 weeks | Target Dates: 3rd 9 weeks | Target Dates: 4th 9 weeks |
| Standards | W.6.2.FW.6.3W.6.3.AW.6.3.BW.6.3.CW.6.2.CW.6.3.DW.6.3.EW.6.2.BRL.6.1 RI.6.1 RL.6.2 RI.6.2RL.6.3 RI.6.4RI.6.6RI.6.7RI.6.8RL.6.10 W.6.6L.6.5.BL.6.6L.6.5.C | RL.6.1RL.6.2RL.6.3 RI.6.4RI.6.6RL.6.5RI.6.7RL.6.6 RI.6.8RL.6.10RI.6.9RI.6.10W.6.2W.6.1.AW.6.1.BW.6.1.CW.6.1.DW.6.2.DW.6.7 W.6.8W.6.9 W.6.10SL.6.3SL.6.2SL.6.1.DSL.6.5 L.6.5 | W.6.1.EW.6.1RL.6.1 RI.6.1RL.6.2RL.6.3 RL.6.4 RI.6.4RI.6.6RI.6.7RL.6.10 RI.6.8W.6.4W.6.5SL.6.4L.6.1.HL.6.2.BL.6.2.CL.6.3.AL.6.3.BL.6.4 | RL.6.1 RL.6.2 RI.6.2RL.6.3 RI.6.4RI.6.6RI.6.7RL.6.6 RI.6.8 L.6.1.AL.6.1.BL.6.1.CL.6.1.DL.6.1.FL.6.2L.6.3L.6.2.DL.6.5 L.6.5.A |
| Prerequisite skills(prior knowledge, skills needed for student to master the standard) | Read on grade level Parts of speech Transitions Compound sentences Independent/dependent clauseElements of Narrative  | SummarizePlagiarism Task, Purpose, Audience Maintaining tone Variety of vocabulary  | Main IdeaNonfiction vs Fiction Opinion vs fact Summarize Plagiarism Evaluating credible sources  | Tone/MoodNarrative WritingBackground in dialogueCharacters, Setting TransitionsParts of SpeechCapitalization/Punctuation rules |
| Key Strategies or Action Words | Cooperative Learning ModelingPeer editing Brain Pop Vocabulary Manipulatives Interactive notebook | Cooperative Learning Modeling Peer editing Brain Pop Vocabulary Manipulatives Interactive notebook  | Cooperative LearningModeling Peer editing Brain PopVocabulary Manipulatives Interactive notebook  | Cooperative Learning Modeling Peer editing Brain Pop Vocabulary Manipulatives Interactive notebook  |
| Assessments of Power Standards:Formative and Summative | Observations Starter Weekly Brain Buzzers (online comprehension check)Vocabulary quizzes Essays Interactive note taking  | Observations Starters Weekly Brain Buzzers (online comprehension check)Vocabulary quizzes Essays Interactive note taking  | Observations Starters Weekly Brain Buzzers (online comprehension check)Vocabulary quizzes Essays Interactive note taking ACT Aspire interims  | Observations Starters Weekly Brain Buzzers (online comprehension check)Vocabulary quizzes Essays Interactive note taking ACT Aspire Interims  |

Pottsville School District Grade 7 ELA “Year at a Glance”

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|  | Chapter or Unit(s) Unit 1: Informative/Expository | Chapter or Unit(s) 2: Narrative | Chapter or Unit(s) 3: Informative/Expository | Chapter or Unit(s) 4:Persuasive/Argumentative |
|  | Target Dates: 1st 9 weeks | Target Dates: 2nd nine weeks | Target Dates: 3rd 9 weeks | Target Dates: 4th 9 weeks |
| Standards | RI.7.1RI.7.4RI.7.6RI.7.7RI.7.9W.7.2 (A-F)W.7.4SL.7.1SL.7.2L.7.1L.7.2L.7.3 (A & B)L.7.4 (A-D)L.7.6 | RL.7.1W.7.4SL.7.1SL.7.2L.7.1L.7.2L.7.3 (A & B)L.7.4 (A-D)L.7.6 | RI.7.1RI.7.4RI.7.6RI.7.7RI.7.9W.7.2 (A-F)W.7.4SL.7.1SL.7.2L.7.1L.7.2L.7.3 (A & B)L.7.4 (A-D)L.7.6 | W.7.4SL.7.1SL.7.2L.7.1L.7.2L.7.3 (A & B)L.7.4 (A-D)L.7.6 |
| Foundational Skills | Cite textual evidenceAbility to determine the meaning of words/phrasesPoint of View/Author’s Perspective/PurposeWrite to explain a topic/Convey ideas and concepts  | Cite textual evidenceAnalysis of story elements Figurative LanguagePoint of ViewWrite narrative to develop real/imagined experiencesUse narrative techniques | Cite textual evidenceAbility to determine the meaning of words/phrasesPoint of View/Author’s Perspective/PurposeWrite to explain a topic/Convey ideas and concepts | Cite textual evidenceWrite arguments to support claimsSupport claims with logical reasoning |
| Key Strategies or Action Words | Novel StudyInformative/ExpositoryModelingPeer Editing | Novel StudyNarrativeModeling Peer EditingElements of a StoryPlotThemeLiterary Terms | Novel StudyInformative/ExpositoryModeling Peer Editing | Novel StudyPersuasive/ArgumentativeModelingPeer EditingAuthor’s Purpose |
| Assessments of Power Standards:Formative and Summative | PadletStarters/Exit SlipsWeekly Check-InsDaily Lessons/ObservationsEssaysQuizzesTestsProjectsInterims | PadletStarters/Exit SlipsWeekly Check-InsDaily Lessons/ObservationsEssaysQuizzesTestsProjectsInterims | PadletStarters/Exit SlipsWeekly Check-InsDaily Lessons/ObservationsEssaysQuizzesTestsProjectsInterims | PadletStarters/Exit SlipsWeekly Check-InsDaily Lessons/ObservationsEssaysQuizzesTestsProjectsInterims |

Pottsville School District Grade 8 ELA “Year at a Glance”

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|  | Chapter or Unit:Getting to Know You - Setting smart goals, establishing a growth mindset. Close Reading and Analysis and reading strategies with literary terms vocabulary.First 20 Days - [link to lesson ideas](https://www.rtsd.org/cms/lib/PA01000218/Centricity/Domain/797/20120912133228640.pdf)Reading and Writing Inventory - set goalsEmail etiquette and letter writingFOCUS TEXTS: The Sea Devil by Arthur Gordon, & articles on CommonLit, NewsELA, or ReadWorksThe Outsiders by HintonPoetry - Nothing Gold Can StayPicture books - Chrysanthemum, DotSelf-Selected Texts - using AR as tool to gauge progressWRITING - narrative, persuasive letter, short response to reading, diagnostic on argument writing, Hero Tribute | Chapter or Unit(s) Civil Rights, Overcoming Obstacles Theme and Solving Murder MysteriesFOCUS TEXTS:: Warriors Don’t Cry memoir of Battle to Integrate LR’s Central High by Beals (teaming up with Ark History class)The Tell-Tale Heart by Poe, Raymond’s Run by Bambara, The Landlady by Roald DahlArkansas Driver’s License ManualArticles connected on CommonLit to focus textsPoetry - The RavenACCEL only - The GiverSelf-Selected Texts - using AR as tool to gauge progressConcrete vs Abstract writing and inference, connotation and denotationWRITING - Argument essay scaffolded with Says, Means, Matters GO (with Poe analysis), Poetry, RACE for short response to reading, Eulogy | Chapter or Unit(s)Dystopia and the HolocaustFOCUS TEXTS:The Giver by LowryThe Diary of Anne Frank play I Have a Dream Speech - MLK Jr.Poetry - Abandoned Farmhouse by Kooser, IF by Kipling, Articles on CommonLit - esp nonfictionACCEL only - Night by Eli WieselSelf-Selected Texts - using AR as tool to gauge progressWRITING: Setting poem, Flashback Narrative and practice revision strategies with N2SSWTSW, outlawed words, Argument Writing on topic of choice with research, ACT Aspire writing prompt practice - timed writing | Chapter or Unit(s)Holocaust and Poetry FOCUS TEXTS:The Diary of Anne Frank play con’tPoetry - The Road Less Traveled, Invictus, Where I’m From, The Rose That Grew From Concrete, Self-Selected Texts - using AR as tool to gauge progressWRITING: poem - Where I’m From, Letter to My Future Self |
|  | Target Dates: Q1 | Target Dates: Q2 | Target Dates: Q3 | Target Dates: Q4 |
| Standards | RL.8.1,RL.8.2, RL.8.4, RL.8.9, RL.8.10R.8.1, R.8.2, R.8.4, R.8.8, R.8.10W.8.1, W.8.2, W.8.4, W.8.6, W.8.9-A/B, W.8.10SL.8.1 - A, SL.8.2, SL.8.5L.8.1 - A-K, L.8.2 - A-D, L.8.3 - A-B, L.8.4 - A-D, L.8.5 - A-D, L.8.6 | R.8.1, RL.8.2, R.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10R.8.1, R.8.2, R.8.3, R.8.4, R.8.5, R.8.6, R.8.8, R.8.10W.8.1 A-E, W.8.2 - A - F, W.8.4, W.8.5, W.8.6, W.8.7, W.8.9 A/B, W.8.10SL.8.1 - A-D, SL.8.2L.8.1 - A-K, L.8.2 - A-D, L.8.3 - A-B, L.8.4 - A-D, L.8.5 - A-D, L.8.6 | RL.8.1, RL.8.2, RL.8.3, RL8.4, RL.8.7, RL.8.9, RL.8.10R.8.1, R.8.2, R.8.4, R.8.5, R.8.6, R.8.8, R.8.9, R.8.10W.8.1 - A-E, W.8.2 - A-F, W.8.3 - NARRATIVE A-E, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9 A/B, W.8.10SL.8.1 - A-D, SL.8.3, SL.8.4, SL.8.5, SL.8.6L.8.1 - A-K, L.8.2 - A-D, L.8.3 - A-B, L.8.4 - A-D, L.8.5 - A-D, L.8.6 | RL.8.1, RL.8.2, RL.8.4, RL8.9, RL.8.10R.8.1, R.8.2, R.8.4, R.8.10W.8.1, W.8.4, W.8.10SL.8.5, SL.8.6L.8.1 - A-K, L.8.2 - A-D, L.8.3 - A-B, L.8.4 - A-D, L.8.5 - A-D, L.8.6 |
| Foundational Skills | Write a 5 paragraph essay with thesis statement - expository writingGenre and Author's purposeMain IdeaElaboration/Supporting detailsPlot diagramLiterary terms - esp. Point of view, characterization, theme, conflict Parts of speech and sentence structureUsing conventions correctly in writingReading at grade level or above, All standards from 7th grade and before | How to write thesis statements effectivelyAll standards from 7th gradeLiterary Terms from yellow pagesExpository and ArgumentativeDistinctive Main reasons and supporting reasonsStrong sentence varietyGrammar studyVocabulary improvementText connections Use of language | Argumentative WritingAudience awarenessEvaluating the argument of othersCritical languagePoint of view - all sidesIntroduce supporting evidence Effective LeadsRevising, Editing, Final Draft | Argumentative WritingExpository WritingNarrative WritingReading on grade level |
| Key Strategies or Action Words | RACE Response to reading Strategy [notes](https://docs.google.com/document/d/1JYJeKS2whr1i3xulagHvv2Yvl2qaSB2b_uX8kEoIoGc/edit?usp=sharing) - restate, answer, cite, explain, expand 3 a Day ELA daily starters - [example](https://docs.google.com/presentation/d/1gkjcB5q41vFv7y3tO251lhKo_NDaaxssxaAksQjTaYc/edit?usp=sharing) - review all standards every day - consistentLiterary Terms - [yellow pages](https://docs.google.com/document/d/1Q4Mm1kP01z_fu1aLWsmgZEjtXnC_iudtZgd4PyIXioE/edit?usp=sharing)Scavenger HuntClose reading and text annotationHow do the reading strategies of previewing, prior knowledge, prediction and questioning help me to become a better reader?What purpose is there in choosing reading materials independently?What is the purpose of having assigned reading materials? What are some of the strategies I can use to improve my reading level, comprehension and ability? How can decoding words improve my reading comprehension? Can I recognize most of the words in the texts provided? What literary terms are operating in the passage?  Do I know all the literary terms from my yellow pages? What is my text level of reading?What is it like to follow along with my reading aloud?Does my audience enjoy listening to me read? | RACE Response to reading strategy3aDay ELA daily starters-review all standardsLiterary TermsEscape Rooms and Crime Scene AnalysisObstacle Course for OutsidersResearch Project on Civil Rights and Integrating Central HighMLA CitationsClose reading and text annotationWhat strategies do good readers use to understand text?  Why is knowing and understanding literary elements important?  How do lit. terms affect writing for the reader?What strategies do good writers use to create interesting text?-How do inferencing strategies improve your reading and writing? -How do strategies help you to become a better reader?  What is the usefulness of being able to infer the intentions of the author? | RACE Response to reading strategy3aDay ELA daily starters-review all standardsSpongebob Mock TrialTraitor Among Us Escape RoomTest Prep StationsResearch Project on Holocaust Elements of Drama - literary termsIntroduce supporting evidence in writingWriting effective leads for Argument essaysClose reading | RACE Response to reading strategy3aDay ELA daily starters-review all standardsElements of Poetry Literary TermsExpository writingReview all skills previously taughtPoetry analysisPersuasive Business Proposal projectFormal letter to future self |
| Assessments of Power Standards:Formative and Summative | Rubric-based checklistsStudent created projects/presentations in different formats - students given choices/optionsFormative Assessments/InterimSTAR Reading testDiagnostics on Commonlit.orgVocabulary quizzes & Vocab.com & FlocabularyIXL for grammar & language remediationEdpuzzle for comprehension and all reading strategiesThroughout Unit: **Word Study**  Story words to enhance comprehension and to build robust vocabulary - use Vocab.com **Conventions of Language**: Mini-lessons based on student need **Read Independently:**  Library Skills  Read 10 + minutes/day | Argument WritingProgress with self-selected readingRubric-based checklistsStudent created projects/presentations in different formats - students given choices/optionsFormative Assessments/InterimExit tickets - 321 questioningEdpuzzle for comprehension and all reading strategiesStudent created projects/presentations - students given choices/optionsVocab.com  & FlocabularyIXL for Grammar & language  remediationThroughout Unit: **Word Study**  Story words to enhance comprehension and to build robust vocabulary **Conventions of Language**: Mini-lessons based on student need **Read Independently:**  Library Skills  Read 10+ minutes/day | Argument Writing, IXL and Commonlit practice on biweeklyRubric-based checklistsStudent created projects/presentations in different formats - students given choices/optionsFormative Assessments/InterimEdpuzzle for comprehension and all reading strategiesVocab.com  & FlocabularyIXL for Grammar & language remediationThroughout Unit: **Word Study**  Story words to enhance comprehension and to build robust vocabulary **Conventions of Language**: Mini-lessons based on student need **Read Independently:**  Library Skills  Read 10+ minutes/day | Rubric-based checklistsStudent created projects/presentations in different formats - students given choices/optionsFormative Assessments/InterimEdpuzzle for comprehension and all reading strategiesVocab.com  & FlocabularyThroughout Unit: **Word Study**  Story words to enhance comprehension and to build robust vocabulary **Conventions of Language**: Mini-lessons based on student need **Read Independently:**  Library Skills  Read 10+ minutes/day |

Pottsville School District Grade 9 ELA “Year at a Glance”

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|  | Chapter or Unit(s)*The Most Dangerous Game, Cask of Amontillado, The Gift of the Magi* | Chapter or Unit(s) Novel Study/Research: *The Pigman, To Kill a Mockingbird, Meet Paul Zindel*, Nonfiction on Civil Rights, South, Depression | Chapter or Unit(s) Romeo and Juliet, Poetry, and research: Romeo and Juliet, Shakespeare, The Globe Theater, London | Chapter or Unit(s) Epic Poetry, Narrative Poetry, *Odyssey, Medal of Honor, Hero’s Journey* |
|  | Target Dates: Q1 | Target Dates: Q2 | Target Dates: Q3 | Target Dates: Q4 |
| Standards | 9.RL.1 9.L.19.RL.2 9.L.29.RL.3 9.L.39.RL.4 9.L.49.RL.5 9.L.59.RL.10 9.L.69.W.3 9.SL.19.W.4 9.SL.39.W.59.W.69.W.99.W.10 | 9.RL.1 9.L.19.RL.2 9.L.29.RL.3 9.L.39.RL.4 9.L.49.RL.9 9.L.59.RL.10 9.L.69.W.19.W.2 9.SL.19.W.49.W.5 9.RI.19.W.6 9.RI.39.W.8 9.RI.99.W.9 9.RI.109.W.10 | 9.RL.1 9.L.19.RL.3 9.L.29.RL.4 9.L.39.RL.5 9.L.49.RL.7 9.L.59.RL.10 9.L.69.W.29.W.4 9.SL.19.W.59.W.6 9.RI.19.W.7 9.RI.29.W.9 9.RI.79.W.10 9.RI.8 9.RI.10 | 9.RL.1 9.L.1 9.SL.19.RL.2 9.L.2 9.SL.29.RL.3 9.L.3 9.SL.3 9.RL.6 9.L.4 9.SL.49.RL.10 9.L.5 9.SL.59.W.1 9.L.69.W.39.W.4 9.RI.19.W.5 9.RI.49.W.6 9.RI.59.W.7 9.RI.69.W.8 9.RI.109.W.99.W.10 |
| Foundational Skills | **Narrative  Writing**Effective LeadsElaboration/Supporting DetailsIntroduction/ConclusionMemoir writingPersonal Narratives**Reading/Literature**Plot diagramReview Lit. TermsShort Stories-The Most Dangerous Game, Cask of Amontillado, The Gift of the Magi**Language/Vocabulary**Vocabulary--literature text studyGrammar study- review parts of speech and intro to phrases and clauses | **Expository  Writing**Introduce PillarDistinctive Main ReasonsSpecific Distinctive Supporting ReasonsStrong Sentence VarietyResponse to textResearch**Reading/Literature/Informational**The Pigman (Reg)To Kill a Mockingbird (Pre AP)Meet Paul Zindel-NFVarious NF pieces on the Depression, Civil Rights, the South, Women in the 30’s**Language/Vocabulary**Parallel structure, clauses, phrases, and  verbals Vocabulary--literature text vocabulary | **Expository  Writing**Audience AwarenessCritical LanguagePoint of ViewIntroduce Supporting EvidenceCompare/ContrastResearch- evaluating sources, parenthetical citations, embedding quotes, summaries, and paraphrases Response to text**Reading/Literature/Informational**Romeo and JulietVarious NF  pieces on Shakespeare, the Globe Theater, London, Elizabethan Era**Language/Vocabulary**Pronoun/antecedent agreement, semicolons, colons, dashesWordinessVocabulary study-drama terms | **Expository Writing**Review all skills previously taughtAnnotated bibliography**Reading/Literature/Informational**Poetry Analysis-Epic Poetry-The Odyssey Non fiction-Medal of HonorHero’s Journey**Language/Vocabulary**Test Prep-Grammar studyVocabulary Study-epic poetry |
| Key Strategies or Action Words | AnnotateModelingResponse to text-ACE strategyTheme/CharacterizationMemoir | Point of ViewCharacterizationSymbolismThesis statementAnnotateResponse to text | DramaCompare/ContrastExpository AnalysisThesis statementResponse to textCritical ResponseResearchCiting SourcesMLA | Epic Poetry Hero’s JourneyOral TraditionStation Rotation  |
| Assessments of Power Standards:Formative and Summative | Bell ringers/Exit TicketsMarker Board strategic questioning assessment3-2-1Analyzing Student workACT exemplars | Bell ringers/Exit TicketsMarker Board strategic questioning assessment3-2-1Analyzing Student workACT exemplars | Bell Ringers/Exit TicketsMarker Board strategic questioning assessment3-2-1Analyzing Student workACT exemplars | Bell Ringers/Exit TicketsMarker Board strategic questioning assessment3-2-1Analyzing Student workACT exemplars |

Pottsville School District Grade 10 ELA “Year at a Glance”

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|  | Chapter or Unit(s) Short stories, poetry, songs“Eleven” “Harrison Bergeron” “The Fight”  etc. | Chapter or Unit(s)  memoirs, essays, speeches including excerpts only*Farewell to Manzanar*“Montgomery Boycott”“Plot Against People”etc. | Chapter or Unit(s) *The Tragedy of Julius Caesar*, *Antigone* | Chapter or Unit(s): *Tuesdays at Morrie’s, A Separate Peace, Anthem* |
|  | Target Dates: Q1 | Target Dates:Q2 | Target Dates:Q3 | Target Dates:Q4 |
| Standards | RI.9-10. 1RL.10. 1RI&L. 2RI&L. 3SL.6RL.3RI.7W.4W.5W..8W.9SL.1W.7W.6SL2 | RI.10. 1RL.10. 1W.9.ARL.10RL..2RL..3W..9.ARL.10RL.5W2SL1SL3SL4SL5SL6 | RI.10. 1RL.10. 1RI 5RI 6RI 7RI 8RI 9SL2SL3SL4SL5SL6W1W7W8W9 | RI.10. 1RL.10. 1W1W10SL6 |
| Foundational Skills | reading and writing  skills | basic language skills~literal and figurative use of language | Key vocabulary: speaker, purpose, rhetoric | vocabulary from year, such as explicit, implicit, textual evidence |
| Key Strategies or Action Words | Interactive lessonsCareful selection of  short stories and essaysModeling small and large group discussions | Interactive lessonsCareful selection of excerpts from  *Julius Caesar*Modeling small and large group discussions | Analyze speeches and commercials and Create persuasive writings careful selection of speeches  | Interactive lessonsCareful selection of passages Modeling small and large group discussions |
| Assessments of Power Standards:Formative and Summative | questioning techniques ObservationAnalyzing last year’s Aspire results STAR testingIXLconstructed responsesessayMoodle self-checksQuizizzKahootVocabulary.comClose reads | ObservationAnalyzing last year’s Aspire results STAR testingIXLconstructed responsesessayMoodle self-checksQuizizzKahootVocabulary.comClose readsquestioning techniques  | questioning techniques Annotating speeches, debating issues, and writing persuasive essayvocabulary.comMoodle self-checks | ObservationAnalyzing last year’s Aspire results STAR testingIXLconstructed responsesessayMoodle self-checksQuizizzKahootVocabulary.comClose readsquestioning techniques  |

Pottsville School District “Year at a Glance” Junior English

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|  | **Native American and Early American Literature** | ***The Crucible*** | **The Narrative (short stories)** | **The Argument****(research paper)** | ***The Great Gatsby*** | **Poetry** |
| Target Dates | *August 18-Sept. 15* | *Sept. 16-Oct. 29* | *Nov. 1-Dec. 21* | *Jan. 4-March 18* | *March 28-May 6* | *May 9-May 20* |
| Standards | RL.11-12.1RL.11-12.2RL.11-12.3RL.11-12.4RL.11-12.9RL.11-12.10RI.11-12.1RI.11-12.8RI.11-12.9RI.11-12.10W.11-12.4W.11-12.9W.11-12.10SL.11-12.1 (A, B, C, D)SL.11-12.2SL.11-12.3SL.11-12.4SL.11-12.5SL.11-12.6L.11-12.1 L.11-12.2L.11-12.3L.11-12.4 | RL.11-12.1RL.11-12.2RL.11-12.3RL.11-12.7RL.11-12.10W.11-12.1W.11-12.2W.11-12.4W.11-12.9W.11-12.10SL.11-12.1 (A, B, C, D)SL.11-12.2SL.11-12.3SL.11-12.4SL.11-12.5SL.11-12.6L.11-12.1 L.11-12.2L.11-12.3L.11-12.4 | RL.11-12.2RL.11-12.3RL.11-12.4RL.11-12.6RL.11-12.9RL.11-12.10W.11-12.3(A, B, C, D, E)W.11-12.4W.11-12.9W.11-12.10SL.11-12.1(A, B, C, D)SL.11-12.2SL.11-12.3SL.11-12.4SL.11-12.5SL.11-12.6L.11-12.1 L.11-12.2L.11-12.3L.11-12.4 | RL.11-12.1RL.11-12.2RI.11-12.2RI.11-12.3RI.11-12.4RI.11-12.5RI.11-12.6RI.11-12.7RI.11-12.8RI.11-12.10W.11-12.1 (A, B, C, D, E)W.11-12.2(A, B, C, D, E, F)W.11-12.4W.11-12.5W.11-12.6W.11-12.7W.11-12.8W.11-12.9W.11-12.10SL.11-12.1(A, B, C, D)SL.11-12.2SL.11-12.3SL.11-12.4SL.11-12.5SL.11-12.6L.11-12.1 (A-K)L.11-12.2 (B and C)L.11-12.3L.11-12.4 | RL.11-12.1RL.11-12.2RL.11-12.3RL.11-12.4RL.11-12.5RL.11-12.7RL.11-12.10W.11-12.2(A, B, C, D, E. F)W.11-12.4W.11-12.9W.11-12.10SL.11-12.1(A, B, C, D)SL.11-12.2SL.11-12.3SL.11-12.4SL.11-12.5SL.11-12.6L.11-12.1 L.11-12.2 L.11-12.3L.11-12.4 | RL.11-12.1RL.11-12.2RL.11-12.3RL.11-12.4RL.11-12.6RL.11-12.7RL.11-12.10SL.11-12.1(A, B, C, D)SL.11-12.2SL.11-12.3SL.11-12.4SL.11-12.5SL.11-12.6L.11-12.1 L.11-12.2L.11-12.3L.11-12.4 |
| Prerequisite skills(prior knowledge, skills needed for student to master the standard) | Reading comprehension on grade levelGeneral understanding of American historyFamiliarity with reading texts and articulating written thoughtsBasic literary and writing vocabulary | Knowledge of the structure and genre of dramaGeneral understanding of American historySustained readingAuditory learningBasic literary and writing vocabulary | Understanding of the narrative plotlineLife experiences to draw on for narrative writingBasic literary and writing vocabulary | Ability to use technology for researchUnderstanding of reputable sources for researchBasic literary and writing vocabulary | Knowledge of the structure and genre of realistic fictionSustained readingGeneral understanding of the Roaring TwentiesAuditory learningBasic literary and writing vocabulary | Knowledge and application of poetry termsLife experiences to draw on for connectionsBasic literary and writing vocabulary |
| Key Strategies or Action Words | Vocabulary 1-2Rhetorical AppealsRhetorical TriangleAnnotationsImplicit/ExplicitConnotationFigurative LanguageVenn DiagramCommonLit | Vocabulary 3-5OPTICCharacter AnalysisNarrative PlotlineTwo-Pager | Vocabulary 6-7Narrative PlotlinePoint of ViewPerspectivesToneDialoguePunctuationPersonal Narrative | Vocabulary 8-10CNN10Reputable SourcesFact V. OpinionMLA FormattingOWL PurdueCurrent EventsGrammarACT Review | Vocabulary 11-12Diction/SyntaxExpository | Vocabulary 13-14Figurative LanguageImageryTone |
| Assessments of Power Standards:Formative and Summative | ObservationsClass DiscussionsStar TestQuizzesQuickWritesEntrance/Exit SlipsWriting SamplesUnit Test | ObservationsClass DiscussionsQuizzesQuickWritesEntrance/Exit SlipsTwo-PagerUnit Test | ObservationsClass DiscussionsStar TestQuizzesQuickWritesEntrance/Exit SlipsNarrative EssayUnit Test | ObservationsClass DiscussionsQuizzesQuickWritesEntrance/Exit SlipsArgumentative EssayUnit Test | ObservationsClass DiscussionsQuizzesQuickWritesEntrance/Exit SlipsExpository EssayTwo-PagerUnit Test | ObservationsClass DiscussionsStar TestQuizzesQuickWritesEntrance/Exit SlipsPoetry ProjectSongs of MyselfUnit Test |

­­­Pottsville School District “Year at a Glance” **Grade 12 English Teacher: Andrea Hooper**

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|  | Chapter or Unit(s)**Reading Non-Fiction and Analyzing Non-Fiction****through Writing** | Chapter or Unit(s)**Research and****Reading/Writing Work Place and Collegiate Documents** | Chapter or Units(s)**Reading Fiction and Analyzing Fiction (Short Stories) through Writing** | Chapter or Unit(s)**Reading Poetry, Novels, and Drama and** **Analyzing Poetry, Novels,****and Drama through Writing** |
|  | Target Dates: **Quarter One** | Target Dates: **Quarter Two** | Target Dates: **Quarter Three** | Target Dates: **Quarter Four** |
| **Standards** | RL.11-12.2 L.11-12.1RL.11-12.3 L.11-12.2RL.11-12.4 L..11-12.3RL.11-12.5 L.11-12.4RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10W.11-12.1 SL.11-12.1W.11-12.2 SL.11-12.2W.11-12.3 SL.11-12.3W.11-12.4 SL.11-12.4W.11-12.5 SL.11-12.5W.11-12.6 SL.11-12.6W.11-12.7W.11-12.8W.11-12.9W.11-12.10 | RL.11-12.2 RI.11-12.3 L.11-12.1RL.11-12.3 RI.11-12.7 L.11-12.2RL.11-12.4 RI.11-12.10 L.11-12.3RL.11-12.5 L.11-12.4RL.11-12.7 SL.11-12.1 L.11-12.5RL.11-12.9 SL.11-12.2 L.11-12.6RL.11-12.10 SL.11-12.3W.11-12.1 SL.11-12.4W.11-12.2 SL.11-12.5W.11-12.3 SL.11-12.6W.11-12.4W.11-12.5W.11-12.6W.11-12.7W.11-12.8W.11-12.9W.11-12.10 | RL.11-12.1 RI.11-12.1 L.11-12.1RL.11-12.2 RI.11-12.4 L.11-12.2RL.11-12.3 RI.11-12.5 L.11-12.3RL.11-12.4 RI.11-12.7 L.11-12.4RL.11-12 .10 RI.11-12.8 L.11-12.5 RI.11-12.10 L.11-12.6W.11-12.1W.11-12.2 SL.11-12.1W.11-12.4 SL.11-12.2W.11-12.5 SL.11-12.3W.11-12.6 SL.11-12.4 W.11-12.7 SL.11-12.5W.11-12.8 SL.11-12.6W.11-12.9W.11-12.10 | RL.11-12.1 RI.11-12.3 L.11-12.1RL.11-12.2 RI.11-12.7 L.11-12.2RL.11-12.3 RI.11-12.10 L.11-12.3RL.11-12.4 L.11-12.4RL.11-12.5 SL.11-12.1 L.11-12.5RL.11-12.7 SL.11-12.2 L.11-12.6RL.11-12.10 SL.11-12.3W.11-12.1 SL.11-12.4W.11-12.2 SL.11-12.5W.11-12.3 SL.11-12.6W.11-12.4W.11-12.5W.11-12.6W.11-12.7W.11-12.8W.11-12.9W.11-12.10                         |
| **Prerequisite skills****(Prior knowledge, skills needed for student to master the standard)** | * Paraphrase author’s message correctly
* Support arguments with evidence
* Summarize objectively
* Embed credible source information into own commentary
* Emphasis on gained knowledge
* Expository elements

 (explain, inform)* Employ narrative techniques in narrative essays
* Master MLA format
 | * Analysis of credible source information from a scholarly database
* Formulate and support arguments with evidence
* Using sources, summarize objectively
* Paraphrase author’s message correctly
* Embed credible source information into own commentary
* Compare APA format to

 MLA format* Follow MLA format for citations and works cited
 | * Recognize author's thesis and purpose
* Formulate thematic statements in organization of literary analysis essays
* Analyze character relationships from a story, novel, or poem
* Analyze the literary

 elements an author  uses to create  meaning* + Follow MLA format
	+ Compare APA
	+ format
 | * Cite strong and thorough textual evidence
* Determine two or more themes and analyze their development over the course of the text
* Analyze the impact of an author’s choices
* Analyze the impact of word choices on meaning
* Understand, analyze, evaluate, and use types of print, digital, and multi-modal media
 |
|  **Key Strategies or Action Words** | ParaphraseSupportSummarizeEmphasizeEmbedArgue | AnalyzeParaphraseSummarizeQuoteEmbedCite | RecognizeFormulateAnalyzeCompare | ReadComprehendCiteAnalyze |
| **Assessments of Power Standards:****Formative and Summative**  | **Formative**: Class DiscussionThink, Pair, Share; Entry and Exit Tickets, Reading Quizzes, Open Response Writing**Summative:** Written Narrative, Descriptive, and Argumentation Essays | **Formative**: Socrative, Kahoot, Quizlet, Entry and Exit Slips, Google Forms, Google Classroom’s Question Tool**Summative**: Written Research  Essay | **Formative**: Class DiscussionReading QuizzesOpen Response Writing Entrance and Exit Tickets**Summative**: Written Literary  Analysis Essay | **Formative**: Class DiscussionReading QuizzesOpen Response Writing Entrance and Exit Tickets**Summative**: Written Literary  Argument Essay |